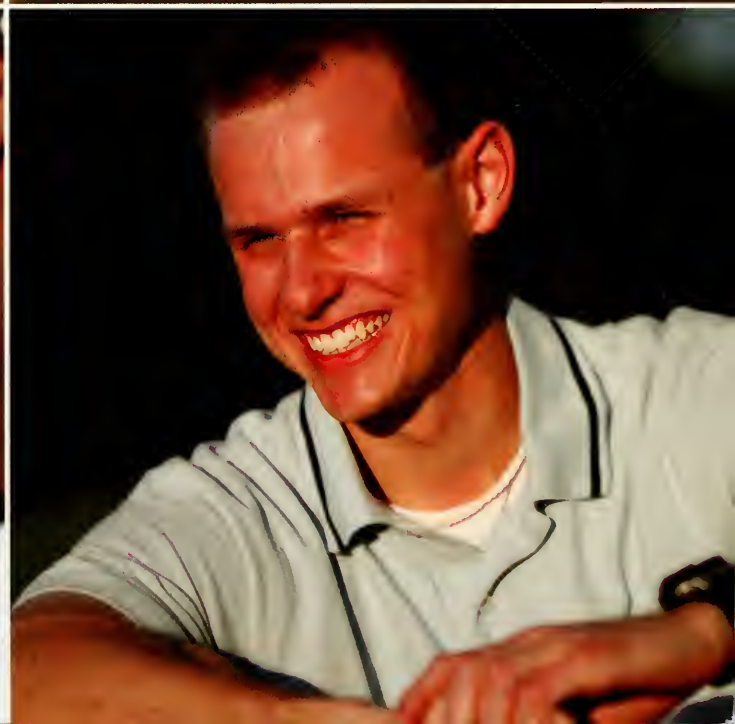
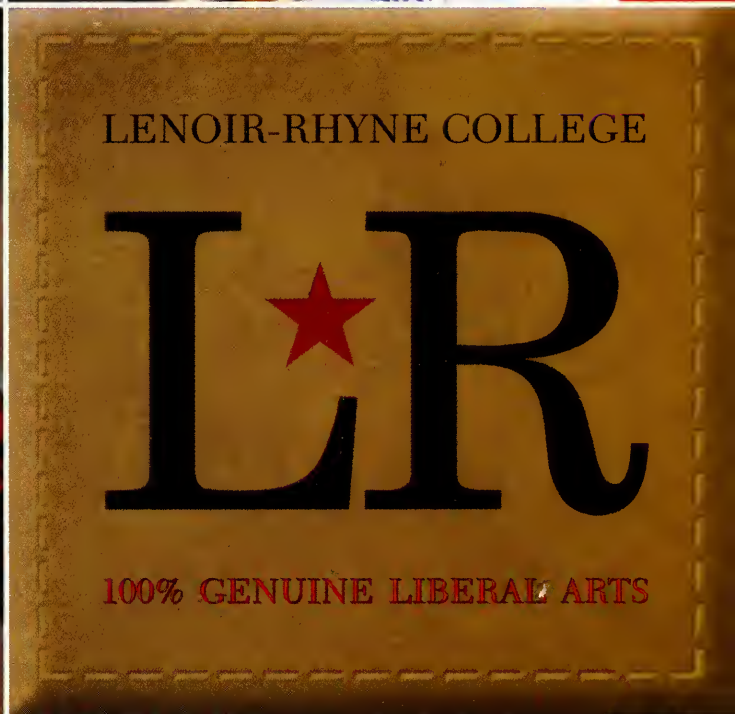
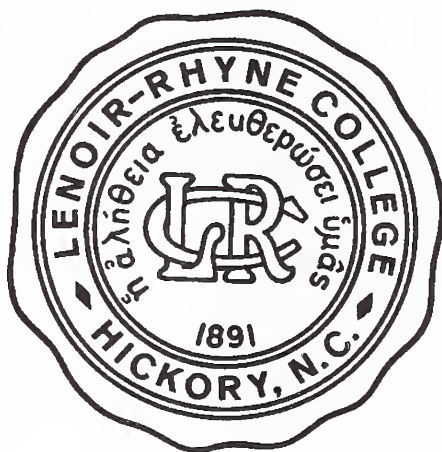




LENOIR-RHYNE COLLEGE

Reaffirming our Commitment to Students



GENERAL CATALOG 2006–2007

Hickory, North Carolina
(828) 328-1741
Volume 111 No. 1
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Lenoir-Rhyne College is committed to administering employment and educational policies, programs and activities without regard to race, color, national origin, religion, gender, age, sexual orientation, disability or veteran status.

DISCLAIMER NOTATION

Lenoir-Rhyne College intends to adhere to the policies and regulations, course offerings, and financial charges as announced in this bulletin and other publications. The College, nevertheless, reserves the right to withdraw any course, to change its policies affecting the admission and retention of students or the granting of credit degrees, or to alter its fees and other charges, whenever such changes are desirable or necessary. Attendance at Lenoir-Rhyne College is a privilege which may be forfeited by anyone whose conduct is inconsistent with the traditions, policies, or regulations of the College.

While all efforts are made to ensure the completeness and accuracy of this catalog, the regulations and policies of the College are not changed by typographical or other errors. While a student's academic advisor is responsible for giving academic advice, each student is ultimately responsible for ensuring that all commencement requirements for the student's particular program are fulfilled.

The official catalog of Lenoir-Rhyne College is on-line at www.lrc.edu/registrar/catalog.

TABLE OF CONTENTS

CALENDAR 3

INTRODUCING LENOIR-RHYNE COLLEGE 6

ADMISSION POLICIES 12

 School of Life-Long Learning 16

 Summer Session 17

 Public School Licensure 18

FINANCIAL INFORMATION 19

 Financial Aid Programs 24

STUDENT LIFE AND SERVICES 37

SPECIAL PROGRAMS AND OPPORTUNITIES 46

GENERAL INFORMATION AND POLICIES 55

ACADEMIC REGULATIONS 67

ACADEMIC PROGRAMS (Undergraduate) 92

 Charles M. Snipes School of Business 99

 School of Communication and Literature 108

 School of Computing Sciences and Mathematics 112

 School of Education 118

 School of Fine Arts 135

 School of Health Sciences 145

 School of History, Philosophy, and Religion 158

 School of Modern and Classical Languages 164

 School of Natural Sciences 168

 School of Behavioral and Social Sciences 176

 Interdisciplinary Studies Program 182

COURSE DESCRIPTIONS 195

THE GRADUATE SCHOOL 296

BOARDS, STAFF, AND FACULTY 331

PROFESSORSHIPS AND FUNDS 347

MEDALS AND AWARDS 356

INDEX 359

2006–2007

ACADEMIC CALENDAR

FALL SEMESTER 2006

AUGUST

17-18	Thursday-Friday	Faculty Workdays/Development Activities
18-20	Friday-Sunday	New Student Orientation
21	Monday	Registration-Fall Semester
22	Tuesday	Full Semester Day & Evening, Mini-Term I & Graduate Classes Begin
24	Thursday	OPENING CONVOCATION
29	Tuesday	Last Day to DROP/ADD —Full Semester Day & Evening & Mini-Term I Classes

SEPTEMBER

15	Friday	Last Day to WITHDRAW with a 'W'—Mini-Term I Classes
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OCTOBER

10	Tuesday	Mini-Term I Ends MID-TERM: Last day to WITHDRAW with a 'W'—Full Semester Day & Evening Classes
12	Thursday	Mini-Term II Begins
13	Friday	Last Day to remove Incomplete 'I' from Previous Spring & Summer Semesters
16-17	Monday-Tuesday	FALL BREAK
20	Friday	Last Day to DROP/ADD —Mini-Term II Classes

NOVEMBER

3	Friday	Last Day to WITHDRAW with a 'W'—Mini-Term II Classes
22-26	Wednesday-Sunday	THANKSGIVING VACATION

DECEMBER

7	Thursday	All Fall Classes End
8, 10	Friday, Sunday	READING DAYS
9, 11, 12	Sat., Mon., Tues.	FINAL EXAM PERIOD

DECEMBER 13, 2006—JANUARY 8, 2007 CHRISTMAS VACATION

SPRING SEMESTER 2007

JANUARY

4-5	Thursday-Friday	Faculty Workdays
8	Monday	Registration for Spring Semester
9	Tuesday	Full Semester Day & Evening, Mini-Term I & Graduate Classes Begin
15	Monday	Martin Luther King Day (No Classes)
16	Tuesday	Last Day to DROP/ADD —Full Semester & Mini-Term I Classes

FEBRUARY

2	Friday	Last Day to WITHDRAW with a 'W'—Mini-Term I Classes
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MARCH

1	Thursday	Mini-Term I Ends
2	Friday	MID-TERM: Last day to WITHDRAW with a 'W' Full Semester Day & Evening Classes
5-10	Monday-Saturday	SPRING BREAK
12	Monday	Mini-Term II Begins
15	Thursday	Last Day to Remove Incomplete 'I' from Previous Fall Semester
19	Monday	Last Day to DROP/ADD —Mini-Term II Classes

APRIL

4	Wednesday	Last Day to WITHDRAW with a 'W'—Mini-Term II Classes
6	Friday	EASTER HOLIDAY (Good Friday)
9	Monday	EASTER HOLIDAY (Easter Monday)

MAY

3	Thursday	HONORS CONVOCATION
4, 6	Friday, Sunday	All Classes End
5, 7, 8	Sat., Mon., Tues.	READING DAYS
11	Friday	FINAL EXAM PERIOD
12	Saturday	BACCALAUREATE
		COMMENCEMENT

SUMMER SESSION 2007

SESSION I 2007

MAY
29 Tuesday Session I and Full Summer Classes Begin

JUNE
29 Friday Session I Classes End

SESSION II 2007

JULY
2 Monday Session II Classes Begin
4 Wednesday July 4 Holiday (No Classes)

AUGUST
2 Thursday Session II & Full Summer Term Classes End
3 Friday SUMMER COMMENCEMENT



INTRODUCING LENOIR-RHYNE COLLEGE

PURPOSE

In pursuit of the development of the whole person, Lenoir-Rhyne College seeks to liberate mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community, and promote responsible leadership for service in the world.

As an institution of the North Carolina Synod of the Evangelical Lutheran Church in America, the College holds the conviction that wholeness of personality, true vocation, and the most useful service to God and the world are best discerned from the perspective of Christian faith.

As a community of learning, the College provides programs of undergraduate, graduate, and continuing study committed to the liberal arts and sciences as a foundation for a wide variety of careers and as guidance for a meaningful life.

ACCREDITATION

Lenoir-Rhyne College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone 404-679-4501) to award bachelor's and master's degrees. It is also a member of the Association of American Colleges, the National Commission of Accrediting, the American Association of Colleges for Teacher Education, and is registered by the United States government for the reception of foreign students. It is approved for veterans training.

Lenoir-Rhyne College is accredited by the National Council for Accreditation of Teacher Education for the preparation of teachers at the undergraduate and graduate levels. Its programs are officially approved by the Board of Education of North Carolina, and the institution is registered as a standard college by the Department of Public Instruction of New York, Pennsylvania, and other states to which application for such registration has been made.

The Lenoir-Rhyne College Department of Nursing is accredited by the Commission of Collegiate Nursing Education (One DuPont Circle, NW, Suite 530, Washington, DC 20036, telephone 202-887-6791) and is approved by the North Carolina Board of Nursing (Box 2129, Raleigh, North Carolina, 27602-2129; telephone 919-782-3211). The Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education. The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education. The Charles M. Snipes School of Business is accredited by the Association of Collegiate Business Schools and Programs.

HISTORY

The Reverend William P. Cline and the Reverend L. Crouse shared the desire of other Lutheran leaders that the church establish an institution in Hickory to train teachers and ministers and offer a religious-oriented education to all youth.

Their desire for a school did not take form until property became available through a Hickory businessman, Colonel J.G. Hall. The property, a 56-acre tract one mile north of the Hickory business district, was part of the estate of a Watauga County lawyer, Captain Walter Lenoir. Before he died in 1890, Captain Lenoir surveyed the

area and deeded it to Colonel Hall with the request that it be used only as a campus for a church-sponsored college. Colonel Hall, acting as Lenoir's trustee, turned the property over to the ministers after they had signed personal notes assuring that \$10,000 would be invested in buildings and equipment.

The school opened September 1, 1891. It carried the name "Highland College," but four months later it was chartered under the name of Lenoir College in memory of the donor of the land. The 149 students and eight teachers met for classes the first year in a modest two-door frame structure which had originally housed a private academy. During its second year, the College moved into a new brick main building which housed the academic, administrative, social, and religious life of the campus until it was destroyed by fire in 1927.

Even though Lutheran ministers founded the College, taught its classes, and Lutheran congregations sent young people to its doors, it was not until 1895 that the College established a formal relationship with the church. That year, the Evangelical Lutheran Tennessee Synod, which included a large number of North Carolina congregations, assumed official sponsorship and support of the institution and, through its successor bodies, has maintained the relationship to the present day. The church oversees the work of the College through a 29-member board of trustees.

For almost three decades Lenoir College served as a combination college, business school, and academy under the leadership of President R.A. Yoder (1891–1901) and President R.L. Fritz (1901–1920). By the time Dr. J.C. Peery (1920–1925) became president, the upspringing of public schools in North Carolina had squeezed the academy division out of the college structure. The institution made another major change in its academic program by abandoning its traditional program of a single liberal arts curriculum and offering students a choice of varied major fields.

In 1923 the College changed its name to honor Daniel E. Rhyne, a Lincoln County industrialist who boosted the endowment and other assets of the institution with his frequent gifts. In recognition of his support, the college name assumed its present form: Lenoir-Rhyne College.

Approval of Lenoir-Rhyne College's academic program had been earned during the Fritz administration when the North Carolina State Board of Education awarded A-grade ratings to Lenoir and nine other colleges. It was during the administration of President H. Brent Schaeffer (1926–1934) that regional accreditation was earned. Lenoir-Rhyne College was admitted to membership in the Southern Association of Colleges and Secondary Schools in 1928.

Dramatic growth in student enrollment marked the closing years of the administration of Dr. P.E. Monroe (1934–1949). Boosted by the influx of returning veterans following World War II, enrollment rose from 407 in 1945 to 843 two years later.

LENOIR-RHYNE COLLEGE'S GROWTH

The trend toward rising enrollments carried over into the administration of Dr. Voigt R. Cromer (1949–1967). Gradual enlargement of the student body continued until 1,300 students were enrolled. The faculty increased to 96 members, the endowment grew to \$1.8 million, and 13 major buildings were constructed.

During the administration of Dr. Raymond M. Bost (1967–1976), Lenoir-Rhyne College initiated long-range plans to enrich the quality of its curriculum. Major improvements in the academic calendar and program were implemented, and joint-degree programs with other institutions of higher education were increased. Student

personnel services expanded, the campus enlarged to 100 acres, and the endowment grew to \$3.9 million.

Dr. Albert B. Anderson served as the eighth president from 1976-1982. His administration was marked by a refinement of the role of the College as a church-related institution, the restructuring of the academic calendar and core curriculum, and the addition of majors in psychology and accounting. Capital campaigns conducted by the church, the local community, and alumni resulted in the construction of a physical education center, new instructional facilities, the renovation of an existing classroom building, and a new mini-auditorium. With the 1980-1981 academic year, the College established a graduate program in education. In addition, two significant programs—the Lineberger Center for Cultural and Educational Renewal and the Broyhill Institute for Business Leadership—were established under Dr. Anderson's leadership, and the endowment grew to \$8.8 million.

Lenoir-Rhyne College graduate and member of the College's Board of Trustees, Albert M. Allran, guided the College as interim president for approximately 20 months before the appointment of Dr. John E. Trainer, Jr.

Dr. Trainer's administration as ninth president began in August 1984 and closed in May 1994. In recognition of the College's centennial anniversary in 1991, supporters contributed more than \$27 million for endowment, building, and operational purposes. The endowment increased to \$19 million and the annual operational budget advanced to \$20 million. During the decade, the College also added a major field of study in occupational therapy, gained institutional recognition among top-ranked colleges in the nation, and initiated special renewed efforts to encourage academic excellence and student leadership development.

The tenth president, Dr. Ryan A. LaHurd, was called to Lenoir-Rhyne College in 1994, following nine years of service as Vice President of Academic Affairs and Dean of the College at Augsburg College in Minneapolis, Minnesota. He helped the College achieve a vision to embrace multi-culturalism, celebrate Lutheran heritage, and strengthen Lenoir-Rhyne College's leadership as a comprehensive regional college of the liberal arts. He resigned in June 2002.

Dr. Wayne B. Powell became Lenoir-Rhyne's 11th President on December 1, 2002, following two years of service as Vice President and Dean for Academic Affairs at the College. He previously served other institutions as a dean and Professor of Mathematics. Dr. Powell has articulated an aggressive vision for Lenoir-Rhyne centered around excellence and founded in the College's heritage as a nationally recognized comprehensive, liberal arts college operating under the Lutheran traditions of inquiry and free exchange of ideas.

THE CAMPUS

The campus of Lenoir-Rhyne College includes approximately 100 acres, bounded by Fourth and Eighth Streets, N.E., and extending northeast of Seventh Avenue, N.E., in Hickory. Hickory is a city of about 36,000, and is the nucleus of North Carolina's fourth largest metropolitan area, statistically.

The campus includes the following major structures:

Admissions House (constructed 1997): Facing Seventh Avenue, N.E., the Admissions House was constructed by joining two existing brick homes which had been acquired earlier by the College. One of these homes was built in 1938 for Professor Victor Aderholt, a member of the Class of 1915, the other in 1950 for Dr. Robert L. Fritz, an 1892 alumnus of Lenoir-Rhyne College, and both were acquired

by the College in the 1980s. The facility now includes offices and meeting rooms for Admissions, Financial Student Aid, and Public Relations.

Alumni House (acquired 1996): Facing Seventh Ave. N.E., this structure was originally constructed in 1905 by the Reverend Robert Cline, brother of the Reverend William P. Cline, one of the College's founders. It houses office and meeting facilities for the Office of Alumni and Parent Relations, Office of Church Relations and Planned Giving, and the assistant to the Board of Trustees.

Carl Augustus Rudisill Library (1943): Facing the quadrangle, the Library contains more than 147,000 accessioned volumes and 40,000 audiovisuals and includes subscriptions to 5821 periodicals and 40 newspapers. The building was enlarged and remodeled in 1967, and again in 1983, when a learning resource center containing a television studio, graphics laboratory, dark rooms, three academic computer centers, curriculum laboratory, media classrooms, the Center for Communication and Learning, and an audiovisual center were added. It was erected with money given by Mr. and Mrs. Carl A. Rudisill, Cherryville, N.C., and their children, Mr. and Mrs. T.W. Borland and Mr. and Mrs. Ben Richard Rudisill.

Conrad Hall (1963): This upperclass residence hall, facing College Drive, accommodates 108 students. It was completed at cost of \$520,000 and named for Dr. Flavius L. Conrad, president of the United Evangelical Lutheran Synod of North Carolina from 1949 to 1962.

Dr. P.E. Monroe Auditorium (1957): Facing Sixth Street, N.E., this structure contains an auditorium with a seating capacity of 1,556, as well as conference rooms and offices. It was completed at the cost of \$625,000, funded in part through the Hickory Chamber of Commerce and supported by the citizens of the Hickory area. It was named for Dr. P.E. Monroe, fifth president of Lenoir-Rhyne College.

Dr. Robert Lindsay Fritz Hall (1950): This upperclass residence hall faces College Drive and accommodates 80 students. It was constructed originally as a men's residence hall and renovated in 1958. It is named for Dr. R.L. Fritz, Sr., member of first graduating class, second president of Lenoir-Rhyne College, and active member of the faculty for 52 years.

Helen S. and Leonard Moretz Stadium (1923): Situated between Fourth and Fifth Streets, N.E., this impressive stadium was constructed as a combination football-baseball field and renovated in 1964 into a larger football stadium accommodating 8,500 spectators. It boasts a practice field, track, and tennis courts. Originally called College Field, it was renamed in honor of the donors for its major renovations.

Highland Hall (1907): A faculty office building facing College Drive, Highland Hall was named for a private academy situated on campus before Lenoir-Rhyne College opened; it served as a residence hall in earlier years.

Isenhour Hall (1968): A Freshmen residence hall facing Eighth Avenue, N.E., Isenhour accommodates 145 students. It is named for Dr. Harry E. Isenhour, chairman of the Board of Trustees of Lenoir-Rhyne College from 1950 until 1971.

Lineberger Administration Building (1965): This office building faces the quadrangle, and it houses administrative offices. It was completed at the cost of \$310,000, given by the Lineberger Foundation, Belmont, N.C. It was named for Archibald Caleb Lineberger, a Belmont industrialist.

Living-Learning Center (2001): Facing Sixth Street, N.E., the Living-Learning Center provides residence hall facilities, a faculty apartment, and a seminar space.

Mauney Hall (1928): This building was named for donors Mr. and Mrs. W.A. Mauney and Mr. and Mrs. J.S. Mauney and their families. A major renovation project

was completed in 2004 converting the building into an academic facility housing three academic schools and the career center.

Mauney Music Building (1960): A classroom-rehearsal building facing Sixth Street, N. E., this structure also contains studios, practice rooms, offices, band room, choral room, and recording and broadcasting equipment. It was completed at cost of \$352,000 and named for the donors, Dr. and Mrs. William K. Mauney, Kings Mountain, N.C., and their sons. The pipe organ, given in memory of Ernest Jacob Mauney, was replaced in 1994 through a contribution by Thomas W. Reese; it was given in memory of his mother, Myrtle Suttlemyre Reese.

McCrorie Center (2002): Facing Sixth Street, N.E., the McCrorie Center is a facility designed to offer the most technologically advanced learning environment for students in the health sciences, including Nursing, Human Occupational Studies and Occupational Therapy, and Athletic Training. The facility offers “hands-on” training for these disciplines as related to their interaction with college athletics. The Center includes health program instruction areas such as classrooms, offices, and laboratory space, clinical areas encompassing athletic training offices, private exam rooms, rehabilitation, hydrotherapy, and training facilities, as well as athletic facilities such as coaches’ offices, locker rooms, and weight training rooms. One of the essential features of the building is its incorporation of the three health education programs and their connection to the college athletics program. Shared classrooms, labs, and computer technology provide efficiencies for the College among these programs.

Minges Science Building (1959): A classroom-laboratory building facing the quadrangle, Minges was completed at a cost of \$560,000 and named for the donors, Dr. and Mrs. Luther L. Minges, Rocky Mount, N.C., and their family.

Morgan Hall (1958): This freshmen residence hall, facing Eighth Avenue, N.E., accommodates 150 students and was completed at a cost of \$600,000. It was named for Dr. Jacob L. Morgan, president of the United Evangelical Lutheran Synod of North Carolina from 1921 to 1947.

President’s Home (1952): Facing Fourth Street, N.E., this home was completed at a cost of \$60,000 and made possible through a designated gift of \$35,000 given by Mr. and Mrs. Albert D. Eckard of Hickory and their son, R. Neil Eckard.

Price Village (1973): Facing Ninth Avenue, N.E., this residence area accommodates 180 students in 6 and 14 student units. It was named for Dr. K.A. Price, class of 1902, a benefactor of the College.

Rhyne Building Addition and Belk Centrum (1983): Attached to Rhyne Memorial Building, this added space contains faculty offices, seminar and classroom areas, and a 180-seat auditorium.

Rhyne Memorial Building (1927): A classroom building facing the quadrangle, the Rhyne building was constructed as the Daniel Efird Rhyne Administration Building and converted to classroom-faculty office use exclusively in 1965. It was fully renovated for classroom use in 1982. It was named for the donor, Daniel E. Rhyne, a Lincoln County industrialist.

Schaeffer Hall (1941): Named for Dr. H. Brent Schaeffer, fourth president of Lenoir-Rhyne College, a major renovation project was completed in 2005 converting the building into a conference hall to serve the local business community.

Shuford Memorial Gymnasium (1957): The gymnasium facing Fifth Street, N.E., contains a playing court with a spectator capacity of 3,600, classrooms, offices and dressing rooms. It was completed at a cost of \$525,000, given by Shuford Mills, Inc., of Hickory and named for A. Alex Shuford Sr., Hickory industrialist.

Shuford Physical Education Center (1979): Facing Fifth Street, N.E., this structure contains a playing court, natatorium, dance studio, handball courts, weight room, classrooms, and offices. It was completed at a cost of \$1.9 million and funded by gifts of Hickory area citizens in response to a \$500,000 challenge gift by the late A. Alex Shuford Jr., of Hickory.

St. Andrew's Lutheran Church (1951): Facing Eighth Street, N.E., and used by the College and St. Andrew's congregation (organized on the campus in 1894), St. Andrew's was completed at a cost of \$400,000, given by the congregation, the United Evangelical Lutheran Synod of North Carolina, alumni, and other friends of Lenoir-Rhyne College.

Voigt R. Cromer College Center (1963): Facing Sixth Street, N.E., the Cromer Center includes lounges, meeting rooms, a meditation chapel, offices and rooms for student services, college bookstore, post office, locker space, snack bar (Bears' Lair), kitchen, and dining facilities. It was completed at cost of \$1 million and named for Dr. Voigt R. Cromer, sixth president of Lenoir-Rhyne College.



ADMISSION POLICIES

The Office of Admissions and Financial Aid exists to identify, enroll, and retain motivated and qualified students who are committed to leadership, the liberal arts, and a desire to develop as a whole person, and to assist them in seeking resources to achieve their educational goals. It seeks students with intellectual curiosity, a capacity for achievement, desirable personal qualities, and special talents. Lenoir-Rhyne College admits students in all programs regardless of gender, race, religion, national origin, disability, age, or veteran status.

The Office of Admissions is responsible for administering all policies related to admission.

Applications are available from the Office of Admissions and Financial Aid, Lenoir-Rhyne College, Box 7227, Hickory, N.C., 28603, telephone (828) 328-7300 or 1-800-277-5721, E-Mail admission@lrc.edu, or on the College website at www.lrc.edu.

In order to be considered for admission to Lenoir-Rhyne College, application must be made through the Office of Admissions and Financial Aid. Priority deadlines are August 1 for Fall, December 1 for Spring, and May 1 for Summer. Please refer to the graduate section of this catalog for information regarding admission to the Graduate School.

CRITERIA FOR FRESHMEN

The Office of Admissions of Lenoir-Rhyne College reviews the secondary record in order to evaluate applicants who will be successful here. The secondary record includes the high school transcript and standardized test scores. Of importance to selection is the number and level of academic courses taken in high school, as well as the performance in these classes. We are also interested in service, leadership, and other extracurricular activities in which students have participated. Students who are home schooled are welcome to apply.

SECONDARY SCHOOL RECORD

Preparation should include four units of English, one unit of laboratory science, one unit of American history, three units of mathematics, including Algebra I, Algebra II, and Geometry, and two units of foreign language. It is expected that applicants complete a minimum of four college-preparatory courses each year. Students who plan to major in Nursing should also have completed Chemistry.

To enroll in Lenoir-Rhyne College, a student must have a high school diploma or the equivalent. Any offer of admission is contingent upon receipt of final secondary school transcripts showing satisfactory completion of the senior year's work.

APPLICATION PROCEDURES

Applicants should submit the following to the Office of Admissions and Financial Aid: Official high school transcript, SAT or ACT scores (including essay score), a completed application, and a nonrefundable \$35 processing fee.

It is the student's responsibility to have official transcripts and official test scores forwarded to the Office of Admissions and Financial Aid. To ensure receipt of test scores, applicants should designate Lenoir-Rhyne College as a recipient when taking the tests. Lenoir-Rhyne College's CEEB (SAT) code is 5365, and our ACT

code is 3118. An application cannot be reviewed for a final decision until all of the above materials are received.

Lenoir-Rhyne College accepts students on a rolling admission plan beginning in the summer following the junior year in high school. New students are admitted for both fall and spring semesters.

CONFIRMATION OF ENROLLMENT

Students confirm the acceptance of an offer of admission by the payment of a \$200 enrollment fee. Enrollment fees for the fall term are refundable only if requests are received in writing before May 1. For the spring term, enrollment fees are refunded if written requests are received before January 1.

A health form is available on-line and should be returned no later than July 1. State law mandates that day students have official immunization records on file with Student Health Services.

DEFERRED ENROLLMENT

Students who have been accepted by the College may defer enrollment for one year. The Office of Admissions must be notified of the student's wish to defer prior to the start of the original term for which the student applied.

HIGH SCHOOL ENRICHMENT

Outstanding high school students may enroll in courses at Lenoir-Rhyne College while still in high school. The College permits this arrangement if a student is at least sixteen years of age on or before October 16 of the year in which enrollment is desired and classified as a junior at their high school with at least a 3.0 G.P.A. Students may take one undergraduate course per term. The student must apply for admission using the freshman application and must submit two letters of reference. This arrangement must also be approved by the administration of the student's high school.

EARLY ADMISSION PLAN

The College may grant admission to outstanding students who have not completed four years of high school work. Students should apply for early admission only if they have an excellent high school record, supportive SAT or ACT scores, and the endorsement of their parents and their high school. An interview is required for early admission applicants.

CRITERIA FOR RE-ENTRIES

Students in good standing who are re-entering after a one semester absence do not have to reapply for admission. Inquiries should be addressed to the Registrar's Office.

Re-entering students in good standing, absent from the College for more than one semester, must reapply and meet the requirements as outlined in the catalog in effect at the time of their readmission. All transcripts of work completed at other institutions must be submitted with the application.

Students desiring to continue study following a period of academic suspension of no more than one semester from Lenoir-Rhyne College must complete an essay available from the Admissions Office.

Students desiring to continue study following a period of academic suspension of more than one semester must reapply through the Office of Admissions. All reentry students must pay the enrollment deposit.

CRITERIA FOR TRANSFERS

The Office of Admissions reviews the college record in order to evaluate transfer applicants who will be successful here. Of importance to selection is the number and level of academic courses taken in college, as well as the performance in these classes. We are also interested in service, leadership, and other extracurricular activities in which students have participated. Applicants must be in good social and academic standing at their previous institution.

APPLICATION PROCEDURES

Applicants should submit the following to the Office of Admissions and Financial Aid: Official college transcripts from each institution attended, a completed application, and a nonrefundable \$35 processing fee. The cumulative grade point average from all sources will be considered when making admissions decisions for transfer students. An official copy of the student's high school record and either SAT or ACT scores are required if the student has not completed either 30 semester or 45 quarter hours of college work. To enroll in Lenoir-Rhyne College, a student must have a high school diploma or the equivalent.

Lenoir-Rhyne College accepts students on a rolling admission plan. New students are admitted for fall, spring, and summer semesters. Students who have a bachelor's degree and wish to pursue a second one are welcome to apply to Lenoir-Rhyne College.

TRANSFER OF CREDIT

College courses in which a grade of "C" or better has been earned may be transferred to Lenoir-Rhyne College for credit, provided the credit was earned at a regionally accredited institution. Course requirements may be fulfilled, but no credit will be awarded, with a grade of "D" in the first of sequential course offerings, provided the student earned a grade of "C" or higher in the following course and the first course is a prerequisite for the following course. Credit from an accredited junior or community college is limited to a maximum of 64 semester or 96 quarter hours. A maximum of 96 semester hours may be transferred from all institutions. The last 25% or 32 semester hours of course work must be completed at Lenoir-Rhyne College.

During the evaluation of transcripts from other institutions, special scrutiny will be given to credits earned more than ten years preceding the applicant's transfer. The College reserves the right to reject such credit when, in the judgment of the Registrar and the appropriate program faculty, the coverage and content of the particular course(s) has undergone substantive change. After a student has transferred, the grade point average is computed on work attempted at Lenoir-Rhyne College only. Any transfer student may elect to transfer no credits from former institutions and take the total number of hours required for graduation at Lenoir-Rhyne College. A student who takes the total number of hours required for graduation at Lenoir-Rhyne College may elect to delete all credits from former institutions at any time prior to graduation.

An official evaluation of credit, completed by the Registrar, will follow admission to Lenoir-Rhyne College.

CONFIRMATION OF ENROLLMENT

Students confirm the acceptance of an offer of admission by the payment of a \$200 enrollment fee. Enrollment fees for the fall term are refundable only if requests are received in writing before May 1. For the spring term, enrollment fees are refunded if written requests are received before January 1.

A health form is available on-line and should be returned no later than July 1. State law mandates official immunization records of all students registered for five or more day credits (courses listed before 4:00 PM) be on file with Student Health Services.

TRANSFER POLICY FOR ASSOCIATE OF ARTS DEGREE GRADUATES

Students who have earned an Associate of Arts degree from a North Carolina community college may transfer the AA degree to Lenoir-Rhyne to be used in place of the College's core courses with the exception of REL 100 and 400 and six hours of the same foreign language or an equivalency.

TRANSFER POLICY FOR ASSOCIATE OF APPLIED SCIENCE GRADUATES

Community college graduates who have earned an Associate of Applied Science degree may transfer a maximum of sixty-four credits toward a Bachelor of Arts degree if they elect to major in the Interdisciplinary Studies Program with a concentration in Applied Science. Students must develop an individual program of study that fits with prior college experience and career goals in collaboration with a faculty sponsor. The program of study must be submitted to the Academic Program Committee for approval no later than the end of the student's junior year. The following stipulations must be met:

1. Students must hold an Associate of Applied Science degree from a regionally accredited two year college.
2. All core requirements must be fulfilled.
3. Twelve credits in upper level courses (300-400 level, excluding Science 300 and Religion 400) related to the concentration are required. These twelve credits must be completed at Lenoir-Rhyne College. Determination of appropriate courses for each student will be supervised and approved by the Academic Program Committee.
4. Students must complete all catalog requirements for the Interdisciplinary Studies major.

CRITERIA FOR INTERNATIONAL STUDENTS

International students must submit an international admissions application and forward to the College transcripts that have been evaluated and translated into English. Students must also submit a \$35 (U.S.) nonrefundable application fee, TOEFL, SAT, or ACT scores, and a completed certificate of finance certified by a bank official, attorney, or notary public.

Lenoir-Rhyne College requires that students whose native language is not English demonstrate their English proficiency on the TOEFL exam. It is expected that applicants have a score of at least 550 paper-based or 213 computer based.

An I-20 form will be forwarded to the accepted student upon receipt of the \$200 enrollment fee.

International students should follow all guidelines for freshmen or transfers depending on their enrollment status.

SCHOOL OF LIFE LONG LEARNING

The School of Life Long Learning at Lenoir-Rhyne is designed to serve area non-traditional students who, because of work or family responsibilities need to progress at a pace that is consistent with other responsibilities.

To qualify as a "Life Long Learning" student one must be at least 24 years of age or older; must be full time employed or have family responsibilities that do not allow a normal course load. The final criterion is a semester course load of less than 13 credit hours per term. If the student enrolls for 13 or more credit hours, he/she is considered a regular student and will be billed at that rate. A life long learning student will pay a reduced tuition rate regardless of what time of day one takes classes.

PROGRAMS OF STUDY

The School of Life Long Learning offers course availability in both the day and evening times. For those students primarily needing evening class times, not all programs of study of the college will be possible to complete. Majors that are possible to complete in evening times include: Accounting, Birth-Kindergarten Education, English as a Second Language Education, Elementary Education, Interdisciplinary Studies: Child and Family Intervention, Human & Community Service, Gateway Nursing (BS for RNs), Management, and Marketing. Students primarily needing evening class times may pursue one or more academic minors (which consist of 18-21 credit hours) from majors listed above.

APPLICATION PROCEDURES

Applicants should submit the following to the Office of Admissions and Financial Aid: Official college transcripts from each institution attended, a completed application, proof of full time employment or family responsibility and a non-refundable fee of \$35 to process the application. In addition, a copy of one's high school record and either SAT or ACT scores if one has not completed either 30 semester or 45 quarter hours of college work. To enroll in Lenoir-Rhyne College, a student must have a high school diploma or the equivalent.

Lenoir-Rhyne College accepts students on a rolling admission plan. New students are admitted for fall, spring, and summer mini terms. Students who have a bachelor's degree and wish to pursue a second one are welcome to apply to Lenoir-Rhyne College.

SCHEDULE

The School of Life Long Learning operates in large part on a mini-term schedule. Mini-terms consist of classes offered on Tuesday and Thursday evenings for eight-

week sessions. In addition, some classes are offered on Monday and Wednesday evenings and may meet the full semester. There are two five-week sessions in the summer. Life Long Learning students have priority registration for evening courses.

TUITION AND FEES

Tuition for Life Long Learning students during 2006-07 is \$305 per credit hour if the student is taking less than 13 hours. If the student enrolls in more than 12 hours the tuition is \$9,675. There is a technology fee of \$20 per semester.

FINANCIAL AID

Eligible students may qualify for financial aid. Detailed information about assistance is available from the Office of Admissions and Financial Aid.

SUMMER SESSION

The summer session provides students an opportunity to accelerate an academic program, to make up required work, to complete course work during the regular academic year, to complete course work for enrichment, or to meet individual interests.

APPLICATION PROCEDURES

Admission to summer sessions is open to all qualified persons. Those seeking admission from other colleges and universities, teachers and other education professionals, graduate students, high school students, and adults interested in continuing education must file an application with the Registrar's Office.

Admission to summer sessions does not imply or guarantee admission to degree programs. Degree seeking students should file an appropriate application with the Office of Admissions and Financial Aid.

COURSES

The summer session curriculum contains a broad range of college courses and special workshops. Information and course offerings for the summer session are available from the Office of the Registrar by April each year.

CREDIT

Students may not register for more than seven credits in any one session of summer school, or more than fourteen in both sessions. Students completing their degree requirements during the summer session receive their diplomas at the commencement exercises on the last day of the second summer session.

SCHEDULE

The summer session is composed of two undergraduate terms of five weeks each with graduate courses offered on a variety of schedules. Classes are offered in both the day and evening formats.

TUITION

Prospective summer students should consult with the Business Office for the most accurate information on summer tuition and fees.

PUBLIC SCHOOL LICENSURE PROGRAMS

A student seeking public school (teacher or counselor) licensure should contact the Office of Admissions and Financial Aid to request information on requirements and to secure the appropriate application form. The Director of Teacher Education and Licensure will review completed applications in consultation with the program coordinator to provide a written evaluation and academic advisement including a listing of requirements for the licensure.

Licensure candidates who have relevant experiences outside of formal coursework may appeal by letter and by presenting required evidence to the Director of Teacher Education/Licensure officer and the program coordinator for credit toward meeting the NC licensure competencies found in the Lenoir-Rhyne College Teacher/Counselor Licensure Programs. Such experiences, if accepted, are documented on the plan of study.

FINANCIAL INFORMATION

TUITION, FEES, ROOM AND BOARD

The cost of tuition, mandatory fees, room and board for full-time students of the college are shown below. Students are considered to be full-time if they are registered for 12-20 credit hours per semester. Full-time day students will pay the following charges for tuition, fees and room and board:

CHARGES	FIRST SEMESTER	SECOND SEMESTER	TOTAL
Tuition	\$9,675.00	\$9,675.00	\$19,350
General Fee	265.00	265.00	530
Technology Fee	150.00	150.00	300
Room	1,815.00	1,815.00	3,630
Board*	<u>\$1,750.00</u>	<u>\$1,750.00</u>	<u>\$3,500</u>
Total	<u>\$13,655.00</u>	<u>\$13,655.00</u>	<u>\$27,310</u>

*Students in the Living and Learning Center pay an additional \$50 per semester or \$100 per year. Students requesting and receiving a single room pay an additional \$900 per semester or \$1,800 per year.

TUITION

The figures shown above are the tuition charges for students in the traditional day program who pursue a full time program of study of at least twelve credits and no more than twenty-one credits per semester. Students enrolled for less than twelve credits pay tuition at the rate of \$806 per semester credit. Students enrolled for more than twenty-one credits pay, in addition to the full-time tuition, a charge of \$460 for each semester hour over twenty-one credits.

Tuition for The School of Life Long Learning students is \$305 per credit hour for up to 12 hours. Tuition is \$9,675 per semester is the student is taking 13 hours or more. Graduate tuition is \$315 per credit hour for the Master of Arts programs, \$460 per credit hour for the Master of Business Administration program and \$465 per credit hour for the Master of Science in Occupational Therapy (level 500 courses). Occupational Therapy courses at the 400 level or below are charged at a rate of \$295 per credit hour.

Lenoir-Rhyne College graduates of a baccalaureate program are permitted to take one undergraduate course per term at a special rate of \$315 per credit hour. High school students attending through the High School Enrichment Program and senior citizens (65 years and older) will be charged \$100 per course. These special tuition rates do not include admission to athletic or other special events.

FEES

In addition to tuition, there are other fees that are charged to students for various services provided to them. These fees are described below.

GENERAL FEE

A general fee of \$265 per semester will be charged to all day students taking nine credits or more or more per semester. The general fee helps cover the cost of the library, student activities, home athletic events, intramural activities, the student newspaper and various other student activities and events.

TECHNOLOGY FEE

A technology fee \$150 per semester will be charged to all full-time day students. A technology fee of \$10 per semester will be charged to all other students.

HEALTH INSURANCE FEE

Beginning in FY 2005/06 the college is requiring all full-time students to demonstrate that they are enrolled in a health insurance program or they will be required to enroll in and pay a fee of \$180 per year for a basic plan provided by the college. The policy provided by the college provides coverage up to \$5,000 for many outpatient and inpatient health services. Students will be provided with more detailed information on this insurance plan and the waiver process from the Admissions or Business offices. For additional questions regarding this program, please contact the office of Administration and Finance at (828) 328-7018.

OTHER FEES

Students will be assessed other fees for the services indicated below:

Application Fee: A non-refundable fee of \$35 is charged to all individuals making application for admission.

Auditing Fee: Students who audit a course must receive permission from their advisor and the instructor of the course. Students who audit courses do not take examinations or participate actively in class sessions. Audits are recorded on the student's permanent record as a grade of AU. The fee for auditing a course is \$130 per credit hour. Students who audit a course and then elect to test out of that course must pay the full tuition for the academic credit earned. Normally, only lecture courses may be audited. Certain courses (lab classes, Dartmouth language classes, physical education activity classes, etc.) are not eligible for audit.

Credit by Examination Fee: \$200 per examination.

Fall Semester Deposits: A \$200 confirmation deposit is required of all continuing full-time day students. This deposit is refundable until July 1.

Graduation Fee: Candidates for graduation pay a graduation fee of \$25. Cap, gown, hood, and tassel are a separate purchase through the College Bookstore.

Organ rental (one hour per day): For students enrolled in twelve credits or more, \$20 per semester; for students enrolled in less than twelve credits, \$30 per semester.

Summer School Charges: See the Summer Session section of this catalog.

Special Course Fees: Students registering for the courses indicated below will be charged an additional fee to help cover the additional cost of laboratory and other materials in these courses. The fees listed are approximate and subject to change at anytime. Also, a number of healthful living courses include fees for equipment and services. Please see your instructor for updated information on these fees:

Computing Sciences

All Computing Science Courses
(day students taking 9 hours or more are exempt) \$ 50.00

Counseling

COU 590, 591, 592, 593, 596, 597 \$125.00

Education

EDU 430, 431, 432 \$ 50.00
EDU 440, 441, 442, 493 \$125.00
EDU 590 \$125.00
SED 480 \$125.00

Music (full-time music majors or minors)

0 Credit \$ 85.00
1 Credit \$ 85.00

2 Credits	\$170.00
3 Credits	\$255.00
<u>Music (full-time non music majors)</u>	
0 Credit	\$125.00
1 Credit	\$125.00
<u>Music (part-time)</u>	
0 Credit	\$125.00
1 Credit	\$125.00
<u>Nursing</u>	
NUR 202	\$ 25.00
NUR 251	\$ 50.00
NUR 303	\$ 50.00
NUR 304	\$ 50.00
NUR 320	\$ 50.00
NUR 321	\$ 50.00
NUR 408	\$ 50.00
NUR 410	\$ 45.00
NUR 411	\$ 25.00
NUR 430	\$ 50.00
NUR 445	\$ 50.00
NUR 446	\$ 25.00
NUR 447	\$ 25.00
<u>Occupational Therapy</u>	
OCC 313	\$ 50.00
OCC 421	\$ 25.00
OCC 432	\$ 25.00
OCC 443	\$ 25.00

ROOM (HOUSING)

The college provides semi-private rooms for all interested students at a rate of \$1,815 per semester. Additional room charges are as follows:

SINGLE ROOM RATE

The opportunity exists for upper-class students to maintain a double room as a single for the additional cost of \$950 per semester in addition to regular shared room rate. This opportunity exists only on a space-available basis.

RESIDENCE HALL DAMAGE DEPOSIT

Rental of a residential area is a contractual agreement, and rooms will be rented only to full-time students. A signed housing agreement is required before students are allowed to occupy a room. A one-time residence hall damage deposit of \$150 will be assessed with the fall semester billing. This deposit, less any accumulated damage charges, is refundable after a student ceases to rent a residence hall room.

BOARD (FOOD SERVICE)

The College makes food service available to students through the college cafeteria and the Bears' Lair snack bar. Meals are served in the cafeteria only during times when the College is in session. Under the board plan, meals are provided to new students beginning with the evening meal on the first day of Prologue, and to returning students beginning with the evening meal on the day preceding Add/Drop

Day. The board plan does not include meals during college holidays. The College offers the following meal plans:

The “Papa Bear” Plan: This plan provides 19 meals each week at the Cromer Center Dining Hall. It includes a \$20 declining balance and 5 guest meals per semester.

The “Mama Bear” Plan: This plan provides 15 meals each week at the Cromer Center Dining Hall. It includes a \$75 declining balance and 3 guest meals per semester.

The “Baby Bear” Plan: This plan provides 10 meals each week at the Cromer Center Dining Hall. It includes a \$120 declining balance and 1 guest meal per semester.

The “Cub” Plan: This plan provides for 7 meals a week at the Cromer Dining Hall. It includes a \$140 declining balance per semester. This plan is available only for residents of Price Village and The Living/Learning Center.

Students have until the end of the second week of classes to notify the food service of their desired plan. Unused meals and food purchases are not refundable. Room and board is a package arrangement. Rooms will not be rented unless the occupant enrolls in a meal plan through the college cafeteria. Students who withdraw under extraordinary circumstances may appeal for a refund to the Office of the Controller. Only written appeals made within 14 days of the student’s official withdrawal will be considered.

PAYMENTS AND REFUNDS

Statements provided to students and/or parents prior to the beginning of the semester will reflect charges, credits, deposits, and a pro-rated portion of financial aid known at the time the statement was generated. Balances on accounts unpaid after the due dates listed on the statements are subject to finance charges that accrue every 30 days at a rate of 1.5% per month. Accounts that are past due may be turned over to a collection agency at which time additional fees may be incurred. The charge for returned checks is \$25.

Any students who have a prior that have an unpaid balance on their account at the time of registration will not be permitted to register for new courses, receive copies of transcripts, participate in graduation exercises, live in a residence hall, or receive meals in the college cafeteria.

Deposits are credited to the first payment in a session. Students who do not matriculate or who withdraw within the first two weeks of a semester forfeit their deposit. Room charges are not refunded and board charge refunds are pro-rated on a weekly basis. Tuition charges are refunded based on the following:

Withdrawal from classes: Course charges are based on the student’s registration as of the end of the Add/Drop period. No refunds will be given for course withdrawals after the end of the Add/Drop period except in the case where the student officially withdraws from the College.

Withdrawal from college: Students who withdraw from the College must drop all courses by completing forms with the Registrar’s Office. Refunds will be calculated as of the date of withdrawal according to the following schedule:

For 16 Week Courses:

- 100% During registration week/first week of classes
- 85% During second week of classes
- 75% During third week of classes
- 60% During fourth week of classes
- 25% During fifth week of classes
- 25% During sixth week of classes
- 25% During seventh week of classes
- 25% During eighth week of classes
- 0% After eighth week of classes

For 8 Week Courses:

- 100% During registration week/first week of classes
- 60% During second week of classes
- 25% During third week of classes
- 25% During fourth week of classes
- 0% After fourth week of classes

Withdrawal after the mid-point of the semester is granted only under extraordinary circumstances. Extraordinary circumstances may include death in the immediate family, severe illness of student, severe financial hardship due to loss of employment or unforeseen major property loss. Supporting documentation will be required.

PAYMENT PLANS

The College recognizes the substantial burden of paying for and financing a college education. In order to assist students and parents with this issue, the College has entered into a partnership with Tuition Management Systems (TMS). TMS is a company that will work with students and parents to establish a payment plan for tuition over the number of weeks within a particular semester. If you are interested in this service you can learn more by contacting TMS at (800) 722-4867.

OTHER EXPENSES

Students should expect to incur other costs not listed above. These costs include books, supplies and other services not described above. The estimated cost for books and other instructional supplies is approximately \$750 per year. Students should be prepared to purchase books at the beginning of each semester. Charges for books are not included on the student's billing.

ADJUSTMENTS TO CHARGES

The college reserves the right to adjust any and all charges at anytime and to modify refund policies in order to maintain compliance with federal, state, and other regulatory bodies. In general, the college adjusts tuition and fees on an annual basis.

FINANCIAL AID PROGRAMS

The Office of Admissions and Financial Aid exists to identify, enroll, and retain motivated and qualified students who are committed to leadership, the liberal arts, and a desire to develop as a whole person, and to assist them in seeking resources to achieve their educational goals. It seeks students with intellectual curiosity, a capacity for achievement, desirable personal qualities and special talents. Lenoir-Rhyne College admits students in all programs regardless of gender, race, religion, national origin, disability, age, or veteran status.

The objective of the financial aid program is to meet the direct educational cost (tuition, fees, on-campus room & board) less the family contribution as determined by the Free Application for Federal Student Aid (FAFSA). Lenoir-Rhyne College administers a wide array of federal, state and institutional resources to help students. With limited funds available to meet the needs of hundreds of students qualifying for assistance each year, the program must operate on the following assumptions: (1) students will rely on their own resources where possible; (2) student expenses will be held to the minimum that is reasonable under the circumstances; and, (3) parents will contribute in proportion to their means. Students who apply are considered for an aid package composed of scholarship, loan, grant, and part-time campus employment resources to help them meet the costs of their education.

The operation of the financial aid program depends upon each applicant, parent, and spouse providing all requested information as promptly and accurately as possible and notifying the financial aid office of the details of any significant changes in their financial circumstances during the year. Students who wish to receive federal, state, or Lenoir-Rhyne College institutional aid are required to apply each year.

Most awards are based on need, and because a student's needs may vary from year to year, an award for one year is no assurance that an equal amount of assistance will be provided in a succeeding year. There may be variations in the amount of assistance from year to year because of changes in student resources, family financial circumstances, cost of education, or changes in aid policies and changes in federal and state funding.

Total assistance to a student for one year is normally limited to the student's tuition, fees, and if the student lives on campus, room and board charges. Books and supplies are an out-of-pocket expense. Students should be prepared to pay for their books and supplies when they arrive on campus.

APPLICATION PROCESS

The application process is as follows and must be completed each year. The First-Priority Deadline for filing is March 1. Students who complete their paperwork after March 1 may receive fewer institutional aid dollars. The Final Deadline for all financial aid paperwork is September 1.

1. Complete and submit the appropriate Day, Evening, or Graduate Student Financial Aid Application. These are available in the Financial Aid Office and online at www.lrc.edu/financialaid. The Admissions application fulfills this requirement for new students.
2. Complete and submit to Federal Student Aid Programs the Free Application for Federal Student Aid (FAFSA). A paper FAFSA will be mailed to new students in

December. Previous applicants will receive a renewal form from the U.S. Department of Education. The FAFSA is also available from the Financial Aid Office, any local high school guidance office or college, and online at www.fafsa.ed.gov. Although the FAFSA cannot be completed prior to January 1, we recommend completion of it as soon as possible after January 1. Be sure to enter the L-R Title IV code 002941 in Step Six. It takes approximately four to six weeks to process this form.

3. Applicants should keep copies of the FAFSA and the resulting Student Aid Report (SAR) and all Federal Income Tax Return forms (including all pages, schedules, and W2 forms) readily available. If the SAR is selected for verification, our office is required to collect copies of these documents for the student's financial aid file. If we request these and/or other forms, please submit them to our office within ten days. Failure to respond to a letter requesting additional information may jeopardize eligibility for aid.
4. Visit the local library, chamber of commerce, high school guidance office, and the Internet to explore other free outside scholarships. A reference librarian can provide books that list a host of possible resources beyond those awarded by L-R. We do not endorse using any scholarship search services that require a fee. Most "outside" scholarships have a February deadline. Research for outside scholarships should begin in the fall as many have February deadlines.
5. Once a student is admitted and the results of the FAFSA, (your Student Aid Report / SAR) are received, the applicant will be considered for all types of Federal, state, and college financial aid. This information will be listed on an Award Letter and mailed to the student in a financial aid package. Read all of the information provided in the financial aid package carefully. Award letters are dated and typically have a twenty-day response time. Failure to respond to an award letter within this time frame may result in the cancellation or adjustment of funds offered. Students can decide to accept all the aid resources, a portion of the aid and pay the Business Office the remainder, or a portion of the aid and utilize the tuition installment plan.

REFUND AND WITHDRAWAL PROCESS

After a student withdraws from Lenoir-Rhyne College, a fair and equitable refund will be calculated according to the College's refund policy. Prior to a refund check being issued to a withdrawn student, the College must first determine if any of the refund is due back to the Title IV Financial Aid Programs. According to Federal guidelines, the amount of refund due to the financial aid program must be repaid before a refund check will be made to the student. The College reserves the right to modify the refund policy to comply with federal, state, and other regulatory bodies.

Refunds to Title IV Financial Aid Programs are distributed in the following mandated order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal Parent Loan for Undergraduate Students (PLUS)
5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG)
7. Other Federal Aid programs

STUDENTS' RIGHTS AND RESPONSIBILITIES

Students have the right to:

- Obtain information about the available student aid programs and to apply and be considered for assistance;
- Request an explanation of any phase of the financial aid process;
- Request special consideration if family financial circumstances change significantly (Students must provide a letter of explanation and supporting documentation to the Financial Aid Office);
- Request an appointment with a financial aid administrator;
- Appeal financial aid awards or denials based upon academic progress or enrollment requirements. (All appeals must be submitted in writing in a timely manner to the Dean of Admissions and Financial Aid.)

In summary, the student has the right to seek and receive necessary information and counseling from the Financial Aid Office and other Lenoir-Rhyne College sources.

Students have the responsibility to:

- Apply for admission;
- Inform the Office of Admissions and Financial Aid of the names of any other institution attended after high school and dates of attendance (this is a Federal Regulation);
- Maintain a Lenoir-Rhyne College financial aid folder and keep a copy of all paperwork sent to and received from the Office of Admissions and Financial Aid, in the event a document is lost in the mail or for the completion of next year's application.
- Read the description of the financial aid program carefully;
- Read all correspondence from the Office of Admission and Financial Aid and any other campus office;
- Complete all forms accurately and submit them according to the scheduled deadline dates;
- Provide any additional information as requested by the Office of Admissions and Financial Aid or any other campus office;
- Inform the Financial Aid Office of any personal changes (increase or decrease in your financial resources, change in name and/or withdrawal or transfer from Lenoir-Rhyne College);
- Report any outside sources of assistance received, such as scholarships, etc;
- Request necessary information;
- Enroll in the necessary number of credit hours;
- Honor the policies and procedures set forth in the *Lenoir-Rhyne College General Catalog* and the *Student Handbook (The Club)*;
- Perform the work that is agreed upon in accepting Federal Work Study;
- Reapply for aid each academic year;
- Officially withdraw with the Registrar's Office to terminate program of study;
- Repay loans in accordance with repayment schedules.
- Frequently check campus mailbox (if they have one) and home mail for correspondence from the Office of Admissions and Financial Aid.

TYPES OF AID

The Financial Aid Office at Lenoir-Rhyne administers a variety of financial aid sources. These sources include college and state scholarships; Federal, state, and college grants; Federal student and parent loans; college and Federal work

opportunities. By completing the steps in the application process, you will be considered for these sources automatically when you gain acceptance into the college.

COLLEGE GRANTS & SCHOLARSHIPS

- awarded to students pursuing a first bachelor degree enrolling full time in the traditional day undergraduate program (fall and spring) in amounts varying with the student's financial need, academic achievement and program criteria. L-R grants and scholarships are applied only against tuition charges and cannot be combined to exceed tuition. These grants and scholarships are renewable for up to four years, inclusive of all transfer credits, for students who meet satisfactory academic progress. College grants and scholarships may not be used to pay for off-campus programs, including study abroad.

Athletic Scholarships - awarded at the discretion of the head coach of each individual sport. The annual amount of the scholarship varies and may exceed the cost of tuition.

Child of a Lutheran Minister Scholarship - awarded to dependent children of ordained, Lutheran ministers.

Diversity Leadership - awarded in amounts varying with students' needs and contributions to school and community.

Endowed & Gift Scholarships - awarded in amounts varying with the student's need, preference is given to students who have achieved superior academic records in high school or at the College. More information follows.

Family Tuition Grant - available to families with more than one member simultaneously enrolled full-time in the traditional day undergraduate program and who are living on campus. Each family member will receive an annual award of \$1000.

Friends In Faith Program - L-R matches awards from Lutheran congregations up to \$500 per academic year. This program has a July 1st deadline.

Honors Scholarships - *Presidential* (full tuition, standard fees, shared room & board), *Cromer* (full tuition), and *Lineberger* (three-quarter-tuition) scholarships will be awarded from the recipients of the L-R Scholars Awards. These students will be chosen through a combination of academic achievement, school and community involvement and an interview competition at Honors Day.

Legacy Scholarship - awarded to students whose parents or grandparents are L-R graduates. The annual amount of this award is \$1000.

L-R Grant In Aid - awarded in amounts varying with the student's need and academic performance.

L-R Incentive Grant - awarded in amounts varying with the student's need and contributions to school and community.

L-R Scholars Program - awarded to *freshman* in recognition of academic achievement during the student's high school career and based on the student's high school grade point average and SAT or ACT scores at the time of admission into L-R. The annual amount of this award for freshman ranges from \$500 to \$10,000. Awarded to *transfers* in recognition of academic achievement during the student's attendance at a previous college(s) and based on the student's grade point average at the time of admission into L-R. The annual amount of this award for transfers ranges from \$500 to \$5000.

Martin Luther Fellows Program - awarded to students who are members of Lutheran Churches within the North Carolina Synod of the ELCA and who are nominated by their congregation by the July 1st deadline. The annual amount of this award is \$1000.

Music Scholarships - awarded at the discretion of the L-R Music Department. The annual amount of the scholarship varies.

Phi Theta Kappa Honors Scholarship - awarded to students who hold a 3.0 grade point average at a two-year college and hold membership in Phi Theta Kappa. The annual amount of this award is \$1500.

Transfer Honors Scholarship - students transferring into L-R who hold a cumulative grade point average of 3.0 or better at their previous college(s) may compete in a scholarship competition for awards ranging up to \$5000.

FEDERAL GRANT

- *available to undergraduates with significant financial need, as determined by the Free Application for Federal Student Aid, who meet satisfactory academic progress.*

Federal Pell Grant - awarded to students with significant financial need. The amount of this grant in 2005-2006 ranges from \$400 to \$4050.

Federal Supplemental Educational Opportunity Grant (SEOG) - awarded to students with significant financial need in combination with the Federal Pell Grant. The annual amount of this award varies.

NORTH CAROLINA STATE GRANTS & SCHOLARSHIPS

- *funded by the State to provide financial assistance to legal residents of NC who meet program criteria and satisfactory academic progress.*

NC Legislative Tuition Grant - awarded to students enrolled full-time, working on their first bachelor's degree in a non-religious major.

NC Contractual Grant - awarded to students with substantial financial need who are enrolled full-time, working on their first bachelor's degree in a non-religious major. The annual award amount varies.

NC State Student Incentive Grant - awarded by the State to students with significant financial need who file their FAFSA early enough to meet the March 15th deadline.

Robert C. Byrd Honors Scholarship - students are nominated by the College to compete in this State award competition.

FEDERAL LOANS

- *L-R participates in the Federal Family Educational Loan Program (FFELP) The benefits for borrowers include less paperwork, faster delivery of funds, more flexible repayment options, and possible loan cancellation through service.*

Federal Perkins Loan - a low interest (5%) loan for students with financial need. The loan is made with government funds with a share contributed by the College. The government pays the interest while students are in school as a half-time to full-time student. Repayment of this loan to L-R begins nine months after graduation or when attendance drops to less than half-time.

Depending on time of application, level of need, and the funding level available, students may borrow up to \$4,000 for each year of undergraduate study. The total amount a student can borrow as an undergraduate is \$20,000.

Federal Stafford Loan - there are two types of Stafford Loans: 1) the subsidized loan (the government pays the interest while students are in school as a half-time to full-time student), and 2) the unsubsidized loan (students are responsible for the interest costs during school).

The interest is variable, but it is currently capped at 8.25%. Repayment begins six months after graduation or when attendance drops to less than half-time.

Dependent student borrowing limits for the subsidized and unsubsidized Stafford Loans:

- \$ 2,625 for Freshman year
- \$ 3,500 for Sophomore year
- \$ 5,500 for Junior year
- \$ 5,500 for each remaining year
- \$23,000 total for all undergraduate years

Federal Parent Loan for Undergraduate Students (PLUS) - Parents can borrow up to the cost of education, less all student aid. Parent loans are not based on financial need, however; borrowers do have to go through a credit check. The interest rate is variable, but is currently capped at 9%. Repayment on the loan begins 60 days after full disbursement.

WORK OPPORTUNITIES

- The College views earning from campus employment as a vital part of the financial aid program that supplements the student's resources for incidental expenses and are not a deferrable resource for the payment of direct charges. All students have the opportunity to work on campus as part of the Campus Employment Program. An employment fair is held at the beginning of each academic year and current job positions are posted on-line at www.lrc.edu/student/campusemploy. There are three areas of funding for the Campus Employment Program.

Federal Work Study - awarded to students with financial need, this on-campus work program provides students the opportunity to work with one of the departments or offices of the College. Students typically work between five and twenty hours per week. The offer of Federal Work Study on a financial aid award letter is not a promise of work.

Federal Community Service - also a form of Federal Work Study and awarded to students with financial need, this off-campus program places students in under-represented populations of the community in a variety of service-oriented jobs such as tutoring in the America Reads* America Counts Project. Students typically work between four and ten hours per week.

Campus Employment Program - if a student is not awarded Federal Work Study, he or she may be eligible to work on-campus, through this program, with one of the departments or offices of the College. These funds are available on a first-come basis. Students typically work between five and twenty hours per week.

ENDOWED AND GIFT SCHOLARSHIPS

The College serves as custodian and administrator for endowed and gift scholarships which are awarded in amounts varying with the student's need. These funds are limited to students enrolling in full-time, traditional day, undergraduate programs during fall and spring semesters. Preference is given to students who have achieved superior academic records in high school or at the College. Students do not need to write to request specific endowed or gift scholarships. Awarding of these scholarships is based upon the completion of the steps outlined in the Application Process. These sources underwrite a portion of the total tuition cost. A partial list of these scholarships follows:

AAL LUTHERAN CAMPUS SCHOLARSHIP

VIRGINIA WYATT ABEE SCHOLARSHIP
RUTH P. ABELL SCHOLARSHIP
DAVID MICHAEL ADAMS MEMORIAL SCHOLARSHIP
JAMES & LIDA ALEXANDER SCHOLARSHIP
ALBERT M. & MARY H. ALLRAN SCHOLARSHIP
ALBERT M. ALLRAN SCHOLARSHIP
LENOIR-RHYNE COLLEGE ALUMNI ASSOCIATION SCHOLARSHIP
AMERICAN LEGION AUXILIARY SCHOLARSHIP
RUTH ECKARD ANDERSON SCHOLARSHIP
ROGER & GLORIA ANTHONY ENDOWMENT FOR MINORITY STUDENTS
J. S. ARMENTROUT SCHOLARSHIP
CHARLES A. BAGBY MEMORIAL SCHOLARSHIP
BEAM-BOWLES SCHOLARSHIP
DANIEL F. & NELLIE G. BECK SCHOLARSHIP FUND
BICKLEY-HORNER SCHOLARSHIP ENDOWMENT FUND
LAWRENCE B. & MARY N. BIVINS SCHOLARSHIP
NOLA B. BLACKWELDER ENDOWMENT TRUST
LUTHER G. & ELIZABETH H. BOLIEK ENDOWMENT FUND
BOWDEN-NORRIS SCHOLARSHIP
SCOTT CAUSEY BRADY SCHOLARSHIP FUND
RUSSELL E. BROWN SCHOLARSHIP FUND
WADE N. & LOIS L. BRYANT ENDOWMENT FUND
DONALD W. & CATHERINE O. BUMGARNER SCHOLARSHIP FUND
LOWELL & KATHERINE CALDWELL SCHOLARSHIP
CHARLES A. CANNON SCHOLARSHIP
CARPENTER-YOWELL SCHOLARSHIP FUND
MARY ANN CHOU CHINA STUDY SCHOLARSHIP
MONROE BURGIN & LENA ALTMAN CLEMMER SCHOLARSHIP FUND
ROBERT L. CLEMMER, FAIA, ENDOWMENT
BARNEY COFFEY MEMORIAL SCHOLARSHIP FUND
FLAVIUS LESLIE & MARY HUFFMAN CONRAD ENDOWMENT FUND
BETTY PITTS COOKE SCHOLARSHIP FUND
EDGAR C. & VERA MAUNEY COOPER SCHOLARSHIP FUND
W. D. COTTRELL SCHOLARSHIP
MR. & MRS. J. E. COULTER SCHOLARSHIP FUND
VOIGT R. & SARA D. CROMER SCHOLARSHIP FUND
LEWIS O. DASHER FOUR GENERATIONS SCHOLARSHIP FUND
W. A. & CATHERINE ELIZABETH DEATON SCHOLARSHIP FUND
JANE BUTLER DELLINGER SCHOLARSHIP
THE DICKSON FOUNDATION SCHOLARSHIP
THE DRY-KLUTTZ SCHOLARSHIP
HAZEL ECKARD SCHOLARSHIP
CHARLES D. & MARY LOU EDGERTON DIXON SCHOLARSHIP FUND
CHARLES D. & DOROTHY LINDSAY DIXON SCHOLARSHIP
JUDGE OSCAR OGBURN EFIRD SCHOLARSHIP
LOUISE EGLESTON SCHOLARSHIP
ELIZABETH COLLEGE SCHOLARSHIP FUND
STEVE AND MARTHA J. ELLIS SCHOLARSHIP
FANNIE FARRIS SCHOLARSHIP ENDOWMENT FUND
H. JACK FAW SR. SCHOLARSHIP FUND

CARL & MIRIAM FISCHER SCHOLARSHIP
DOROTHY PEELER FISHER SCHOLARSHIP FUND
FOREIGN LANGUAGE SCHOLARSHIP
FRYE GOLDEN ANNIVERSARY SCHOLARSHIP FUND
DR. GLENN R. FRYE SCHOLARSHIP
HAL D. & FLOSSIE G. FRYE SCHOLARSHIP
GANTT-GOODMAN SCHOLARSHIP
BAXTER GILLION, JR., MEMORIAL SCHOLARSHIP
GRADUATE ASSISTANTS ENDOWMENT
DR. H. R. GREENHOLT SCHOLARSHIP FUND
MARY GREER HAFFER SCHOLARSHIP
DR. A. GAITHER HAHN SCHOLARSHIP
JOHN & GERTRUDE HAIGLER SCHOLARSHIP
WALTER P. HARRIS SCHOLARSHIP FUND
HARLAXTON ALUMNI SCHOLARSHIP
ELLA PINNER HAWKINS SCHOLARSHIP FUND
ELIZA HEDRICK SCHOLARSHIP FUND
THE VANCE HEFNER SR. & ARGARET K. HEFNER SCHOLARSHIP
GROVER R. & RACHEL SPENCER HERMAN CENTENNIAL FUND
HICKORY ELKS LODGE SCHOLARSHIP FUND
J. HENRY HILL, JR. SCHOLARSHIP
ALBERT CLAY HOOVER SCHOLARSHIP FUND
DEWEYA. HOUSTON SCHOLARSHIP FUND
HUSS FAMILY SCHOLARSHIP
THE LETTIE GREEVER HUTTON SCHOLARSHIP FUND
RALPH W. & CHARLOTTE B. HUTTON SCHOLARSHIP FUND
ANNA HYDER SCHOLARSHIP
REVEREND J. WHITE IDDINGS SR. SCHOLARSHIP
HARRY E. & ELMA CAUBLE ISENHOUR SCHOLARSHIP FUND
ARTHUR C. & FLORENCE K. LITTLE SCHOLARSHIP
ELBERT A. IVEY MEMORIAL SCHOLARSHIP
MR. & MRS. GEORGE F. IVEY SCHOLARSHIP
RAYMOND H. & EMILY KNOX KEES ENDOWMENT FUND
VIOLET H. KEISLER SCHOLARSHIP
MARY E. BOWERS KEPLEY SCHOLARSHIP
KERN PRESIDENTIAL SCHOLARSHIP
KETNER PRESIDENTIAL SCHOLARSHIP FUND
KARL WILLIAM KIMMERLING ENDOWMENT
O. B. KIRBY SCHOLARSHIP
ADOLPHUS & ELIZABETH KISTLER SCHOLARSHIP
LENOIR-RHYNE WOMANS CLUB SCHOLARSHIP
LINEBERGER SCHOLARSHIP FUND
ALBERT & MILDRED LOCKE ENDOWMENT
ROY LOHR SCHOLARSHIP
WILBER E. & MARY L. LONG SCHOLARSHIP
LUTHERAN BROTHERHOOD FUND FOR LUTHERAN STUDENTS
LUTZ AWARD IN BIOLOGY
CARL FISHER & CATHERINE HERMAN MAUNEY ENDOWMENT FUND
CATHERINE HERMAN MAUNEY ENDOWMENT FUND
THE DR. & MARY FRANCES MAUNEY ENDOWMENT FUND

MR. & MRS. J. S. MAUNEY FUND
D.R. & MRS. W. K. MAUNEY FUND
COLONEL GEORGE F. MCALLISTER FUND
JOHN D. & BOBBIE HELMS MEDLIN SCHOLARSHIP FUND
THE B. G. MENZIES MEMORIAL FUND
DONALD S. MENZIES SCHOLARSHIP FUND
MERIT SCHOLARSHIP
GENE MILLER-TROYWASHAM SCHOLARSHIP
RANDY & PHILLIP MINTON SCHOLARSHIP FUND
LARSON H. MOORE SCHOLARSHIP
HELEN S. MORETZ SCHOLARSHIP
J. A. MORETZ SCHOLARSHIP
JENNINGS MORETZ SCHOLARSHIP
O. LEONARD & HELEN S. SCHOLARSHIP FUND
MOSER ENDOWMENT FUND
THE JASON C. MOSER SCHOLARSHIP FUND
THE FRED M. MULL FAMILY SCHOLARSHIP
DOROTHY NORMAN OLDHAM SCHOLARSHIP
MAUD O. POWLAS SCHOLARSHIP FUND
WOODROW & ANNE RADER SCHOLARSHIP
MR. & MRS. ROBERT R. RHYNE SCHOLARSHIP
T. PAUL & BERTIE RANKIN RHYNE ENDOWMENT FUND
ELIZA RUDISILL SCHOLARSHIP
GEORGE F. & ELISABETH N. SCHOTT SCHOLARSHIP FUND
D.R. G. INEZ SEAGLE SCHOLARSHIP
SENIOR CLASS SCHOLARSHIP
SGA LEADERSHIP AWARD
JERRY JEROME SHAW MEMORIAL FUND
ROBERT JOHN JAY SIBSON SCHOLARSHIP FUND
SAMUEL DUDLEY SMITH SCHOLARSHIP FUND
WILLIE & EMILY STIREWALT SCHOLARSHIP
D.R. ROBERT L. SPULLER SCHOLARSHIP
THE HARRY VANDERLINDEN ENDOWMENT FUND
SARAH E. WALKER SCHOLARSHIP
BEVERLY "BEV" C. WARE SCHOLARSHIP FUND
MAUDE F. WATSON SCHOLARSHIP
CONRAD B. WESSELL, JR. SCHOLARSHIP
LUCY & BERNIE WHITMER SCHOLARSHIP
GEORGE R. & RUTH W. WHITTECAR SCHOLARSHIP FUND FOR
DEPENDENTS OF LUTHERAN MINISTERS
BERNADETTE ELIZABETH WILSON SCHOLARSHIP
YODER CLASS OF 1959 SCHOLARSHIP FUND
COLIN M. & EMMA C. YODER SCHOLARSHIP
J. RALPH & MARY MILLER YODER SCHOLARSHIP
YOUNT-SHUMATE SCHOLARSHIP
MR. AND MRS. LOUIS E. ZERDEN SCHOLARSHIP FUND

ARTS/ENGLISH/THEATRE ARTS SCHOLARSHIPS

SAMUEL M. BAKER MEMORIAL FUND
HARRY B. DANIEL III SCHOLARSHIP

L. C. GIFFORD SCHOLARSHIP FUND
THERMA E. & ALAN W. JONES MEMORIAL FUND
FARRAR & EDWARD SCHENK SCHOLARSHIP
DAVID W. SPROUL MEMORIAL FUND

ATHLETIC SCHOLARSHIPS

PHIL L. BURNS SCHOLARSHIP
CATAWBA VALLEY CLASSIC BASKETBALL SCHOLARSHIP FUND
DAVID A. MOOSE, II SCHOLARSHIP FUND
MORETZ FAMILY FOOTBALL SCHOLARSHIP
HANLEY PAINTER ENDOWMENT FUND
MAURICE H. SHORES BASKETBALL SCHOLARSHIP
R. M. "PAT" SHORES SCHOLARSHIP FUND
CLARENCE P. STASAVICH ENDOWMENT FUND
J. MAC TEETER SCHOLARSHIP FUND
MAUDE F. WATSON BASKETBALL SCHOLARSHIP
THE CHRIS WENZEL MEMORIAL BASEBALL FUND

BUSINESS SCHOLARSHIPS

COL. D. RANDALL BOGGS SCHOLARSHIP
LUTHERAN BROTHERHOOD, LLOYD M. BOLLINGER MEMORIAL
SCHOLARSHIP
CARL V. CLINE SCHOLARSHIP
HARLAN L. & JENNIE L. CREECH FAMILY SCHOLARSHIP FUND
FRANCES W. FITZ SCHOLARSHIP IN BUSINESS AND ACCOUNTING
EDSEL HOYLE MEMORIAL FUND
ROME E. & PRUE HOUSER JONES ENDOWMENT FUND
LOUIS LAVITT MEMORIAL SCHOLARSHIP FUND
ALBERT & MILDRED LOCKE SCHOLARSHIP
PROFESSOR GEORGE W. MCCREARY MEMORIAL ENDOWMENT
WILLIAM L. MELTON ENDOWMENT FUND
ALAN H. & HARRIET L. MILLER SCHOLARSHIP
C. MILLER SIGNON SCHOLARSHIP
RAYMOND M. STRUNK SCHOLARSHIP FUND
WESTERN-STEER "MOM N POP'S" SCHOLARSHIP FUND
THE WOMEN IN BUSINESS SCHOLARSHIP

ECONOMICS SCHOLARSHIPS

WILLIAM M. MAUNEY SCHOLARSHIP FUND

HEALTH PROFESSIONS SCHOLARSHIPS

FRANCES E. ALLEN EXCELLENCE IN COMMUNITY HEALTH NURSING
WILLIAM E. "JACK" BASS, SR. ENDOWMENT FUND
MARY & HELEN BELL SCHOLARSHIP
BRIAN/BEAVER HEALTH CARE SCHOLARSHIP
NEEL H. BRONNENBERG NURSING SCHOLARSHIP FUND
PEGGY BAUCOM CALLANAN NURSING SCHOLARSHIP
STEVEN R. & ELIZABETH ADAMS CARTER SCHOLARSHIP FUND
DR. GEORGE W. & SUE H. FARRIS SCHOLARSHIP FUND
DR. FRANCES FARTHING NURSING SCHOLARSHIP
WILLIAM E. & MARTHA FRYE NYE SCHOLARSHIP

GROVER R. & RACHEL SPENCER HERMAN SCHOLARSHIP FUND IN NURSING
NURSING DEPARTMENT SCHOLARSHIPS
DENEISE GAIL POWELL MEMORIAL SCHOLARSHIP FUND
JEAN T. SETTLEMYRE SCHOLARSHIP FUND
EVERETT J. & PAULINE F. SOX ENDOWMENT FUND
RACHEL MAE SUGGS CENTENNIAL SCHOLARSHIP IN NURSING FUND
VIEWMONT OPTIMIST/BETH GREGG NURSING SCHOLARSHIP FUND
CECIL YOUNG WILLARD PRE-MEDICAL SCHOLARSHIP

HEARING-IMPAIRED SCHOLARSHIPS

RUTH W. COMBS MEMORIAL SCHOLARSHIP FUND
FERGUSON FUND FOR THE HEARING-IMPAIRED EDUCATION PROGRAM
HEARING IMPAIRED ENDOWMENT
CLARENCE & JOYCE PUGH SCHOLARSHIP
SERTOMA CLUB WEST OF WINSTON-SALEM SCHOLARSHIP
JANE C. & JAN P. WILLIAMS MEMORIAL SCHOLARSHIP

HISTORY SCHOLARSHIPS

ELLIS G. BOATMON HISTORY SCHOLARSHIP FUND

MARTIN LUTHER FELLOWS SCHOLARSHIPS

T.C. & BESSIE SECHLER BEAVER & WILLIAM W. & ELSIE BEAVER ELLER
SCHOLARSHIP FUND
RAY A. & ADELAIDE CLINE SCHOLARSHIP FUND
BETTY & GORDON HACKER ENDOWMENT FUND
ROBERT A. & PERMELIA M. HARKEY ENDOWMENT FUND
THE REV. DR. HARRY D. & ALICE HAWTHORNE SCHOLARSHIP FUND
MONROE-GWIN SCHOLARSHIP FUND
THE REV. ROBERT J. KEPLEY MARTIN LUTHER SCHOLARSHIP FUND
"OUR COLLEGE-OUR FUTURE" NC SYNOD CENTENNIAL FUND
THE CLIFFORD RAY FUND
ROBERT R. & BETTY FINGER RHYNE CENTENNIAL FUND
ROBERT A. & RUTH BOST SIGMON SCHOLARSHIP FUND
WILSON SMITH FAMILY ENDOWMENT
J. LARRY YODER SCHOLARSHIP

MATHEMATICS/SCIENCE SCHOLARSHIPS

BLACKBURN/HAWN SCHOLARSHIP FUND
LORIMER VICTOR & NEVAADAMS CAVINS SCHOLARSHIP IN CHEMISTRY
DAVID Y. P. CHOU CHEMISTRY SCHOLARSHIP
DR. NORMAN E. DODSON SCHOLARSHIP
CLYDE A. FARRIS CHEMISTRY SCHOLARSHIP
GLAXO WOMEN IN SCIENCE SCHOLARS ENDOWMENT
JOHN D. OVERHOLT SCHOLARSHIP
THE STEELMAN SCHOLARSHIP
NORMAN E. TIPTON ENDOWMENT FUND
WILLIAM & CATHERINE L. TUTTLE SCHOLARSHIP
CHARLES V. WELLS BIOLOGY SCHOLARSHIP FUND
SAMUEL L. WILLARD, II MATHEMATICS SCHOLARSHIP

MINISTRY AND FULL-TIME CHURCH WORK SCHOLARSHIPS

THE REV. DR. HUGH & FRANCES BAUMGARTNER SCHOLARSHIP
 LUTHER C. & PEARL S. CAUBLE SCHOLARSHIP FUND
 SIMON P. ECCARD SCHOLARSHIP
 ALBERT D. ECKARD SCHOLARSHIP
 THE FRANK & SYBIL EFIRD SCHOLARSHIP
 MR. & MRS. LEE LAWRENCE FRYE SCHOLARSHIP
 P. E. FRYE SCHOLARSHIP
 DR. JOHN & CARRIE LIPE GARDNER MEMORIAL FUND
 CECIL C. & BEULAH LINN GRAHAM SCHOLARSHIP FUND
 DAVID R. KECK, SR. & DIANA R. KECK SCHOLARSHIP
 LAURA LIPE SCHOLARSHIP
 LOHR SCHOLARSHIP FUND FOR DEPENDENTS OF LUTHERAN MINISTERS
 AUBREY MAUNEY SCHOLARSHIP
 MCCOY MORETZ FUND
 JOHN LUTHER MORGAN SCHOLARSHIP
 J. S. PROPST FUND
 DORIS P. RUDISILL SCHOLARSHIP FUND
 HUBERT H. & LUCILLE O. SLOOP ENDOWMENT FUND
 CLARENCE L. & ELSIE E. WHISNANT SCHOLARSHIP
 MARY COOPER WILLIAMS FUND
 MYRAALICE YOUNT SCHOLARSHIP
 WALTER N. YOUNT SCHOLARSHIP

MUSIC SCHOLARSHIPS

DOROTHY C. ARMSTRONG SACRED MUSIC SCHOLARSHIP
 WILLIAM & FRANCES COFFEY SCHOLARSHIP
 MABEL DAVIS SCHOLARSHIP
 JOHN MICHAEL DAY MUSIC SCHOLARSHIP
 THE REV. DR. RALPH & BETTY ECKARD SCHOLARSHIP
 THE REV. C. P. & ZELIA PLESS FISHER SCHOLARSHIP FUND
 HICKORY MUSIC CLUB SCHOLARSHIP
 KINARD-OLSEN MUSIC SCHOLARSHIP FUND
 TIMOTHY A. KECK SCHOLARSHIP
 DR. ROBIN F. GATWOOD, SR. ENDOWMENT
 KENNETH B. LEE SCHOLARSHIP
 JEANNE C. LINDEMANN SACRED MUSIC SCHOLARSHIP
 FRANCES LOHR SCHOLARSHIP FUND
 CURRY F. & JULIA J. LOPP MUSIC SCHOLARSHIP
 LARRY LOWDER SACRED MUSIC SCHOLARSHIP
 CHARLES & MARIE RAST MUSIC SCHOLARSHIP
 ELIZABETH LEONARD MORETZ SCHOLARSHIP
 MARVIN & KATE NEWTON SCHOLARSHIP
 HUBERT & MARY ALICE PARK SCHOLARSHIP FUND
 RAYMOND & BEATRICE PETREA SCHOLARSHIP
 THERESA K. RENGLER MUSIC SCHOLARSHIP
 WERT B. & IRENE ADERHOLDT RHYNE SCHOLARSHIP FUND
 HELEN MARGARET STAHLER SCHOLARSHIP
 LOUIS STEFANKER SCHOLARSHIP
 ST. CECILIA MUSIC CLUB SCHOLARSHIP

J. LEWIS & MARYLEE BARNHARDT THORNBURG MUSIC SCHOLARSHIP
FUND
THE MYRTLE D. WERTZ SCHOLARSHIP
DONALD & JUDITH WOOLY SCHOLARSHIP

TEACHER SCHOLARSHIPS

Information and applications for scholarships and loans administered by the North Carolina Department of Public Instruction for Prospective Teachers are available from the Office of Financial Aid.

THE J. EARL & EDNA BOST BARRINGER SCHOLARSHIP FUND
PAUL DOUGLAS SCHOLARSHIP
KERNE G. FARRIS MEMORIAL ENDOWMENT
HATTIE R. FOWLER MEMORIAL SCHOLARSHIP
JOHN JACKSON KNOX, JR., SCHOLARSHIP FUND
SADIE KUHN SCHOLARSHIP FUND
J. J. & VERA B. LENTZ & ANNIE L. LENTZ ENDOWMENT FUND
THE REVEREND MARCUS L. & PROFESSOR W. H. LITTLE ENDOWMENT
JAMES & BESSIE B. MARTIN LOAN FUND
LETHA C. MYERS SCHOLARSHIP FUND
WALTER T. NAU SCHOLARSHIP FUND
GEORGE R. & JESSIE PATTERSON SCHOLARSHIP FUND EDWIN L. & NANCY
M. SETZLER SCHOLARSHIP FUND
PERRY F. & LOTTIE STAFFORD SCHOLARSHIP FUND
W. CLYDE & V CHURCH TAYLOR SCHOLARSHIP FUND
TROUTMAN-DURMER SCHOLARSHIP FUND

STUDENT LIFE AND SERVICES

Lenoir-Rhyne College offers students a wide variety of curricular and co-curricular opportunities for realizing their personal growth and learning goals. Students are encouraged to view their college years as a time to develop their unique talents through a holistic approach which includes an appropriate balance of curricular and co-curricular activities. The Office of Student Affairs assists students in their personal development through a number of services. The Career and Personal Development services support the students in their efforts for successful career and life planning. Programs offered through the services are designed to educate students about job searching, help them make better use of their decision making skills and foster growth and self understanding. Other offices include Residence Life, the Student Health Center, Student Activities, Multicultural Student Services, and many other services affecting the total life of the student.

Through the Office of Student Affairs, a conscious effort is made to provide every type of academic, social and spiritual opportunity necessary to meet the individual needs that exist among the student body and to contribute to increased understanding and development. Lenoir-Rhyne College seeks to maintain an environment in which students may experience acceptance as unique individuals and an environment consistent with the educational, moral, cultural, and social concerns of the College.

STUDENT LIFE

AUTOMOBILES

All students, faculty, and staff of the College who operate a motor vehicle on the campus are required to register the vehicle with the Security Office. Parking an unregistered vehicle on campus will result in a \$50 fine. All vehicles parked on College property must be kept in working condition. Disabled vehicles will be towed at the owner's expense. The Security Staff publishes a brochure that outlines the regulations pertaining to use of vehicles on campus. This information is also on the College website, www.lrc.edu.

Students may also keep bicycles on campus as long as they are properly registered and stored in appropriate areas. There is a fee for registering automobiles and motorcycles.

CAREER CENTER

The Career and Personal Development services are located in the first floor of the Mauney-Shaeffer building at the Alex Lee Career and Personal Development Center. The services are designed to help Lenoir-Rhyne students deal with crisis, grow in self understanding, explore personal values, identify career interests, discover their true vocations, develop their unique identities, and make effective use of their personal and interpersonal resources. Services include short-term individual and group counseling, career exploration and guidance, assessment of personality traits, interests and abilities, appropriate referrals, and outreach activities.

COLLEGE CENTER

The Voigt R. Cromer College Center provides lounges, a meditation chapel,

offices, and rooms for student services and student government, college bookstore, a post office, and dining facilities. The purpose of the Center is to offer extra and co-curricular education facilities designed to unify the campus community and to provide for the personal, social, and cultural development of the student.

COLLEGE PUBLICATIONS

Two official publications of the College contain the conditions and terms to which students agree when they enroll. These are the *General Catalog* and *The Cub*, the student handbook. Students receive copies of these publications at the beginning of the academic year or can access the publications on the College website at www.lrc.edu. The *General Catalog* contains academic information. *The Cub* contains guidelines for campus citizenship and gives important information concerning campus resources and activities. Other special publications are developed by various groups and provide information specifically related to the activities of these groups. *The Cub* is distributed by Resident Advisers to all resident students. Commuter students may pick up a new copy of *The Cub* from the Student Affairs Office in The Cromer Center.

COMMUNITY SERVICE

The College encourages and recognizes students who become involved in volunteerism and service to the community outside of Lenoir-Rhyne College. Students interested in participating in volunteer programs and activities should contact the Associate Dean of Students.

DINING FACILITIES

Lenoir-Rhyne College offers food service to students in three locations:

- The Dining Hall, located in Cromer Center, features a variety of delicious and healthy dining options with all-you-care-to-eat dining at every meal. Hot entrees, deli sandwiches, pizza, pasta, grill items, salad bar, homemade desserts, and assorted beverages are available. A variety of meal plans are available for residents and commuter students.
- OUTTA HERE convenience store, located in Cromer Center, features “To Go” meals and convenience store items for students with busy schedules.
- The Bears’ Lair snack bar, located on the lower level of Cromer Center, features sandwiches, grill items, pizza, snacks, smoothies, coffee, bagels, and pastries.

HEALTH SERVICE

The Student Health Center (SHC) provides services to help reach your optimum wellness. This is done through two modes:

- Wellness Management which focuses on health lifestyle choices, and
- Illness and Injury Management which focuses on acute illnesses and injury.

A registered nurse is available Monday through Friday for consultation to promote healthy lifestyle choices and evaluation of illnesses or injury. This service is available to all resident students. Commuter undergraduate students who have paid the medical fee may use the SHC.

The medical fee provides for the services of the student health center. The medical fee is not medical insurance. Financial responsibility for medical treatments that are

received off campus belongs to the student. Lenoir-Rhyne College has many healthcare treatment partners in the community. The Nurse at the SHC will make referrals to off campus healthcare services when required by the student insurance providers and upon students request.

All students who plan to use the student health center are required to have a medical health record on file at the center. Failure to comply may void use of services. All students must have medical insurance and keep a copy of their card with them.

The SHC is open Monday through Friday during posted hours only. The SHC is closed on weekends, school breaks, holidays, and during the summer.

INSURANCE

An annual Student Health Insurance charge of \$180 will be assessed to all undergraduate students registered for 12 hours or more in any semester. This fee may be waived with proof of insurance. Students may pick up a waiver card in the Business Office or the Office of Student Accounts.

IMMUNIZATIONS

All residential students and full-time or part-time commuter day students must have the required immunizations on file at the Lenoir-Rhyne College Student Health Service. A health form is available on-line. Records must be on file before registration day.

Immunization records may be obtained from a physician, health department or high school guidance department. Records must be signed and dated. Records will be questioned if dates do not meet North Carolina Law or FDA License Approval. The immunization record must be on file at the Lenoir-Rhyne College Student Health Service prior to registration.

IMMUNIZATION REQUIREMENTS FOR COLLEGE ENTRANTS:

- A. STUDENT 17 YEARS OF AGE AND YOUNGER:
 - 3 DTP (Diphtheria, Tetanus, Pertussis) or TD (Tetanus, Diphtheria doses); one TD booster must have been within the past ten years.
 - 3 POLIO (oral) doses.
 - 2 MEASLES (Rubella), 1 Mumps, 1 Rubella (MMR is preferred vaccine).
- B. STUDENT BORN IN 1957 OR LATER AND 18 YEARS OF AGE OR OLDER:
 - 3 DTP (Diphtheria, Tetanus, Pertussis) or TD (Tetanus, Diphtheria) doses; one TD booster must have been administered within past ten years.
 - 2 MEASLES (Rubella), 1 Mumps, 1 Rubella (MMR is preferred vein).
- C. STUDENTS BORN BEFORE 1957:
 - 3 DTP (Diphtheria, Tetanus, Pertussis) or TD (Tetanus, Diphtheria) doses; one TD booster must have been within the past ten years.
 - 1 Rubella dose (not required if student is 50 years of age or older).

NOTE: History of Measles (Rubella) is acceptable if physician verifies student had the disease prior to January 1, 1994. Blood titer tests are acceptable for Measles, Mumps, Rubella and Hepatitis B (laboratory test must be attached). Only one Measles (Rubella) dose on or after the student's first birthday is required for students who entered college for the first time before July 1, 1994. Students who entered after July 1, 1994 must have two doses of measles vaccine. Tuberculin skin test (PPD) is administered to students who meet the criteria for testing per the health history

questionnaire. Recommended vaccines may be required by certain departments (for example, nursing). Please consult the respective department for requirements.

INTERCOLLEGIATE ATHLETICS

Lenoir-Rhyne College has a strong, broadly based intercollegiate athletic program. L-RC teams are members of the National Collegiate Athletic Association (NCAA) and the South Atlantic Conference (SAC).

The College fields intercollegiate teams in football, men's and women's cross country, men's and women's soccer, volleyball, men's and women's basketball, softball, baseball, men's and women's golf. Scholarship aid for deserving student-athletes is available in all sports.

JUDICIAL SYSTEM

Policies and regulations have been established at Lenoir-Rhyne College to support and encourage its educational mission. As elsewhere in society, these policies and regulations are founded on the mutually accepted concepts of freedom and responsibility and are based on the assumption that members of the L-RC community are interdependent. It is each student's duty to protect the rights of other students, to fulfill their educational objectives, and to maintain high standards of personal conduct. When a student's conduct does not meet these standards, the College employs the Judicial System to redirect the behavior into acceptable patterns. The Judicial System seeks to protect the rights of the student while maintaining conduct which is acceptable for an academic community.

LEADERSHIP DEVELOPMENT

The College recognizes that leadership development is an important component in the overall development of individuals. Programs are specially designed to enhance the discovery and utilization of students' leadership styles. There are multiple opportunities for students to exercise leadership ability in campus organizations, classroom and volunteer experiences, spiritual settings, and clubs. Lenoir-Rhyne College endeavors to provide an enriching environment in which students may explore and discover their own potential for leadership and service within their communities.

ORGANIZATIONS

More than 40 clubs, societies, and other organizations invite students, faculty, and staff to become involved in a variety of co-curricular activities. Many academic departments sponsor organizations; seven nationally-affiliated fraternities and sororities are available.

In addition, nine honor societies recognize excellence in scholarship and other areas.

Alpha Lambda Delta is a national honorary society for freshmen students who have achieved a grade-point average of 3.5 or better during their first two semesters of college work at Lenoir-Rhyne College.

Alpha Psi Omega is a national honorary dramatic fraternity whose membership includes those who have demonstrated a certain level of competency in the dramatic arts.

Chi Beta Phi is a national honorary science society designed to promote continued interest in the field and to honor those who have achieved a certain level of academic competency in general and in the sciences in particular.

Kappa Delta Pi, an International Honor Society in Education, is committed to recognizing excellence and fostering mutual cooperation, support, and professional growth for educational professionals.

Mu Sigma Epsilon honors those juniors and seniors, as well as selected staff and alumni, who have demonstrated high scholastic achievement in academic endeavors.

Omicron Delta Epsilon is the international economics honorary society. The society recognizes scholastic attainment in economics and promotes the professional aspects of economics for service in the academic world, business, government and international organizations.

Pi Sigma Alpha is the national political science honor society, and includes pre-law and international relations majors. The society stimulates productive scholarship and intelligent interest in the subject of government.

Psi Chi/Alpha Kappa Delta are the national honor societies in psychology (Psi Chi) and sociology (AKD). They are designed to honor students majoring in psychology or sociology who have demonstrated a high level of scholastic achievement as an undergraduate or graduate in the study of psychology or sociology.

Sigma Theta Tau recognizes achievement and leadership in the field of nursing and is composed of junior and senior nursing majors selected because of scholastic achievement and leadership potential.

Phi Alpha Theta's purpose is to acknowledge those individuals who have a deep interest in the study of history as a discipline with either a major or minor in the subject.

Upsilon Chi, a chapter of Lambda Pi Eta, is the undergraduate National Communication Honor Society of the National Communication Association (NCA) that recognizes achievement and leadership in the field of communication.

ORIENTATION

Lenoir-Rhyne College offers orientation programs for all incoming freshmen, transfer, evening, and graduate students in both the fall and spring semesters. Orientation is designed to introduce new students to college services, policies, key personnel, and to facilitate students' transition into the Lenoir-Rhyne College community. The College offers a two-stage orientation process for all new freshmen entering in the fall semester. Jump Start is a one-day event that takes place in the summer. Freshmen register for Fall semester classes during Jump Start. All freshmen also participate in Prologue, a three-day orientation program scheduled for the August weekend before fall classes begin. Jump Start and Prologue are also available for new transfer and evening college students. All students should receive information regarding their orientation session well before their first semester at the College.

RELIGIOUS ORGANIZATIONS AND RELATED ACTIVITIES

Lenoir-Rhyne College hosts for the sake of our students a variety of religious and related activities which are recognized by and operate under the auspices of the College Pastor. These organizations include the Baptist Student Union, Campus Crusade for Christ, Fellowship of Christian Athletes, InterVarsity Christian

Fellowship, Lutheran Student Movement, Methodist-Wesley Fellowship, and the Roman Catholic Newman Club. These organizations, Bible study groups, service projects and spiritual retreats (such as PATHWAY) provide opportunity for deeper insight into the Christian faith and a strengthened religious commitment through worship, study, fellowship, and service.

RESIDENCE LIFE

With a commitment to the total development of its students, Lenoir-Rhyne College provides a structured, growth-directed, and community-oriented residential housing program. Emphasizing personal maturity and development in a much valued group living environment, the Residence Life program complements the academic experience of the student.

Each residence area is supervised by a highly qualified staff of professionals and paraprofessionals. Residence area staff assists students through promoting student involvement in campus issues, personal crisis intervention and counseling, event planning, and acting as a general campus resource.

Freshmen are housed together to take full advantage of the shared first-year experience. Upper-class students choose their own housing assignments based on class seniority and space availability. Both traditional residence halls and the suite-style rooms, and apartments, are available on campus. Basic furniture is provided by the College, with provisions for individual room personalization and decorating.

Student housing at Lenoir-Rhyne College is more than allotting space and providing the basic living environment. It is a valuable out-of-class experience which is essential to the total development of the student.

Lenoir-Rhyne College offers residence hall rooms that are accessible both to deaf and hard-of-hearing students as well as students with physical disabilities. For more information, please contact the Residence Life office.

RESIDENCE REQUIREMENT:

Lenoir-Rhyne College requires all full-time first, second, and third year students to live in campus housing unless they are:

- Twenty-four years of age or older
- Living with parents/legal guardians within thirty miles of the campus
- Married
- Veteran
- Independent of all parental financial support for tax purposes
- Parents

The College reserves the right to require any student not meeting at least one of the above criteria to live in campus housing. All students residing on campus are required to purchase the board plan.

WORSHIP SERVICES AND DEVOTIONAL LIFE

Six worship services are held regularly on campus each week: Tuesday Chapel at 11:15 a.m., and the daily celebration of the Eucharist (Holy Communion), Monday through Friday at 3 p.m. in Koinonia House. A Bible study, led by the College Pastor, is offered Thursday evenings at 10 p.m. Additional devotional, faith-sharing and Bible study opportunities are offered by religious organizations and the College Pastor's office.

The Meditation Chapel in the Cromer Center lobby is open for personal prayer and

meditation during regular Cromer Center hours. The Chapel of St. Monica, in Koinonia House, is open throughout the day and evening for prayer and meditation.

The College Pastor's Office provides information regarding worship opportunities in Hickory area congregations.

STUDENT SERVICES

DEAF AND HARD-OF-HEARING STUDENT SERVICES

In 1977 Lenoir-Rhyne College established a program of support services for deaf and hard-of-hearing students. The goal of this program is to fully integrate deaf and hard-of-hearing students into academic, co-curricular, social, and residential life activities.

Applications from prospective deaf and hard-of-hearing students are evaluated by the College's standard entrance requirements. Within the first semester of enrollment, deaf and hard-of-hearing students requesting services must provide documentation of detectable hearing loss by submitting to the Director an audiological evaluation completed in the last three years. Foreign language requirements for deaf and hard-of-hearing students are listed within the core requirement section of the catalog.

The staff consists of professionals who are nationally certified or state classified sign language interpreters. Offices are located in the Cromer Student Center.

The support services provided for deaf and hard-of-hearing students are:

- Sign language interpreting (for any college related class)
- 2 sets of notes per class (paid/supervised notetaking for interpreted core classes)
- Academic advising

Additional support services provided upon request by the student:

- Interpreting for college related extra-curricular/co-curricular activities
- Accommodations in testing

Organizations sponsored by the department:

- Sign Troupe – performing organization
- H.A.N.D.S. (Hearing and Deaf Signers) – service deaf awareness organization

Lenoir-Rhyne College offers students who are deaf or hard-of-hearing residence hall rooms that are equipped with flashing doorbell lights and visual fire/smoke alarms. For more information, see the Residence Life section under Student Life and Services in the catalog.

DISABILITY SERVICES

Students with disabilities may request disability related modifications in courses, and other College programs, from the Disability Services Office. It is the responsibility of the student with a disability to request modifications and to provide appropriate documentation of their impairment to the Disabilities Coordinator. After a request for a modification has been made, the documentation and the request will be carefully reviewed. If there is insufficient information within the student's documentation to support the request, the Disabilities Coordinator will ask the individual to provide additional material. All decisions regarding disability related modifications are made on a case-by-case basis, after taking into consideration the type and severity of the individual's disability and the impact of the modification on the institutions policies and programs.

All disability related documentation must be from a qualified professional, clearly state a diagnosis and illustrate the current functional limitations of the disabling condition and how the limitation will affect the individual in an educational setting. Complete documentation guidelines are available upon request.

The purpose of providing disability related modifications is to ensure qualified students with disabilities have equal access to College programs and are afforded an equal educational opportunity. Provision of disability related services is not a guarantee of success, and the College cannot guarantee that modification(s) will result in the same outcome that is obtained by any other student or participant in a College program.

Disability related documentation is maintained in a confidential manner. If specific information about a student's disability needs to be revealed to coordinate a service or modification, the Disabilities Coordinator will obtain the student's permission prior to divulging any confidential information.

Examples of modifications that students with disabilities may receive include (depending on the nature and type of the disability):

- Extended testing time
- Assistance in coordinating note takers for classes
- Assistance in obtaining text books on audiocassette
- Relocation of classes/activities for students with physical disabilities

For students with physical disabilities who wish to reside on campus, there are accessible residence hall rooms available. For more information about disability related housing accommodations, please contact the Disabilities Coordinator or the Residence Life Office.

While Lenoir-Rhyne will make reasonable modifications in policies, procedures and programs for students with disabilities, the College does not provide personal assistance services (such as personal attendants), personal devices (such as wheelchairs or shower stools) or prescriptive devices (such as eye glasses or hearing aids).

Contact the Disability Services Office at campus extension 7296 for additional information or to establish services.

MULTICULTURAL STUDENT SERVICES OFFICE

The mission of the Multicultural Student Services Office is to create a climate where every student, regardless of their ethnicity or background, feels a part of the Lenoir-Rhyne College community.

Our goals are to build bridges that will allow students to engage in open dialogue about issues of difference, integrate ethnically diverse students into the fabric of the College, foster diversity within student organizations, provide programs, events and activities intra and inter-departmentally, all with the primary goal of assisting in the achievement of the overall mission and vision of Lenoir-Rhyne College.

CENTER FOR COMMUNICATION AND LEARNING

The Center for Communication and Learning fosters the development of communication and critical thinking skills by providing trained, supportive readers and listeners for students' ideas. It promotes the enhancement of these skills in the classroom by offering professional development and support for faculty involved with Communication Across the Curriculum.

Students who visit the Center have the opportunity to work one-on-one with a

trained undergraduate peer consultant on any aspect of their current writing or speaking assignments. Peer consultants provide help—mainly through dialogue but sometimes through direct instruction—with a wide variety of writing and speaking issues: generating ideas, drafting, revising, editing and proofreading, and delivery of oral presentations. Readings and handouts on these issues are also available in the Center.

The Center for Communication and Learning is located on the second floor of the Rudisill Library. Students may sign up for an appointment or may walk in during open hours if the peer consultant is available. Further information may be obtained by contacting the Director, Dr. Kathy Ivey.

Peer Tutoring: As a free service to all students enrolled at LRC, Peer Group Tutoring services are available. Tutoring is available for core courses, depending upon availability of tutors. Any student interested in receiving tutoring services must come by the Disability Services Office to fill out the necessary request form. Meeting times for tutoring services will be coordinated by the Tutoring Center. Students interested in becoming a tutor should contact the coordinator at the beginning of each semester. For more information, contact the Disability Services Office.



SPECIAL PROGRAMS AND OPPORTUNITIES

THE AMERICAN UNIVERSITY WASHINGTON SEMESTER

Lenoir-Rhyne College is affiliated with the Washington Semester Program of American University, Washington, D. C. Under this program, Lenoir-Rhyne College students may spend one semester in residence at American University, enrolled in one of eleven programs. Students enroll at Lenoir-Rhyne during this semester but pay tuition, fees, room, and board at the American University rate. The program involves two seminars, an internship, and either an additional course or an individual research project. Further information on this program may be obtained from Dr. Lowell Ashman, Political Science. Lenoir-Rhyne College institutional aid may not be used to pay for this off campus program.

BROYHILL INSTITUTE

The Broyhill Institute for Business Leadership was created by a grant from the Broyhill Family Foundation in Lenoir, NC, to:

1. Encourage greater understanding of the workings of the American economic system, the values of private enterprise, and business leadership in a free society.
2. Develop the business, economic and leadership skills of future and current business persons.
3. Stimulate a values-centered study of business leadership and economic issues.

To accomplish these purposes, the Institute engages in a variety of activities directed at both the College and the community. The Institute develops and supports forums, lectures, and seminars for the College and the Catawba Valley area. Each year the Institute, in cooperation with the Vice President for Student Affairs and Dean of Students, sponsors the Broyhill Leadership Program. The Program provides individual and group activities designed to develop and strengthen the leadership skills and attitudes of an invited group of Lenoir-Rhyne College sophomores. Leadership development grants support both faculty and student participation in a variety of conferences and seminars including an annual international travel course. The Institute provides support for curriculum development in the business administration, economics and other academic departments as well as program support for Phi Beta Lambda, the college business fraternity and Omicron Delta Epsilon, the Economics Honorary Society.

Further information on the program for the Institute may be obtained from the Director, Professor William Mauney.

CENTER FOR THEOLOGY

The Center for Theology of Lenoir-Rhyne College was created in the Centennial Year of the College as a reaffirmation of the intention of the school's founders to establish and maintain a Christian college. By engaging not only the campus community but also concerned clergy and laity of all denominations in theological study, discussion, and decision-making, the Center is a significant regional and national resource whose purpose is to:

1. Foster the orthodox theology of the One Holy Catholic and Apostolic Church, centered upon the evangelical dogma of justification by grace through faith alone;

2. Strengthen the proclamation of the Gospel; and,
3. Assist in the provision of enlightened leadership that will shape the future of the Church in faithfulness to the Word of God.

To accomplish these purposes, the Fellows of the Center (a) conduct research on topics perceived to be of most crucial significance (e.g., how to understand the Bible in an age of science, the basic beliefs of Christians, how Christians live and treat other people, etc.); (b) hold public events for the presentation and discussion of such work, often including visiting scholars and outstanding religious leaders; (c) offer seminars on such topics in the College's day and evening programs at times convenient for clergy and laity; (d) sponsor an annual "Aquinas/Luther Conference," bringing together world-famous Catholic and Lutheran scholars; and (e) provide workshops for congregations and communities upon request.

Associate Membership in the center is open to all members of the campus community and to ministers and lay people generally whose demonstrated interest and theological competence entitle them to a high degree of participation in the life and activities of the Center. Members advise concerning the Center's work, gather monthly for dialogue on the issues being addressed by the Center, and assist in planning, promoting, and hosting major public events.

Further information on the Center's activities may be obtained from its Director, Dr. J. Larry Yoder.

THE HONORS PROGRAM

The Honors Program at Lenoir-Rhyne College affords students of exceptional ability an intellectual challenge in which both academic excellence and creativity are encouraged.

Two separate Honors Programs are available. The Honors Academy Program is open to students at the beginning of their freshman year, to transfer students, and to current Lenoir-Rhyne College students, under the several criteria listed below. A student's status in the program is renewed on a yearly basis. Program Honors, on the other hand, are offered in all academic programs to selected students in their junior and/or senior year.

HONORS ACADEMY PROGRAM

Admission to the Honors Academy Program is by invitation of the College. Entering freshmen are selected for Cromer, Lineberger, and Honors Affiliate scholarships on the basis of SAT/ACT scores, high-school class standing, high-school grade point average, service, leadership, Honors Day interviews and writing samples as well as other information available to help discern creativity and motivation. Students who qualify for the President's or Dean's list for the first semester of their freshman year at Lenoir-Rhyne College may be invited to join the Honors program. Students who transfer to Lenoir-Rhyne College as rising juniors have the opportunity to compete with other transferring students for a limited number of Phi Theta Kappa scholarships awarded each year. Program Honors courses are listed under the various schools. Honors Academy students maintain Honors designation by continuing an overall grade point average of 3.25. The following additional requirements serve as particulars:

FRESHMEN:

1. All entering Freshmen Honors students are required to attend all required convocations. In addition, Honors scholarship recipients shall take at least four

Honors courses in the core curriculum, either by Honors section or by designated in-course honors of a core curriculum course. Students who take three semesters of Great Books may substitute these three courses for one Honors course requirement. Requests for course substitutions must be made in writing to the Honors Academy Program before taking the third Great Books course. The special Honors sections of the core curriculum, while paralleling the normal core course in content, are independent of that course. They employ methods of instruction whereby, under guidance of the instructor, the students themselves are expected to pursue the subject matter actively and to further their own education through dialogue and mutual criticism. Because of the special conditions which prevail in these sections, enrollment is restricted to a limited number of general Honors students at any one time.

2. Honors Academy students shall take at least two semesters of Great Books courses. These courses are available under Honors status each semester to Honors students (and other students by consent of the instructor). Honors Seminars (Honors 191, 192, 291, 292, 391, 392, 491 and 492) are discussion courses with the Great Books as subject matter, under the auspices of the Lineberger Center for Cultural and Educational Renewal.
3. All Honors Academy Program participants shall engage in at least one significant community service activity in the Hickory area during each year of matriculation at Lenoir-Rhyne College. This may be in the context of the Broyhill leadership program, fraternity or sorority community-service programs, Habitat for Humanity projects, projects sponsored by other campus organizations, or projects of individual initiative and identification. Participation must be registered with the Honors Director and self-reported by the respective student in their Honors portfolio at the end of each academic year in order to continue to receive the Honors scholarship.
4. Participation is encouraged in Program Honors, pending invitation by the School.
5. Honors students will maintain a portfolio of their Honors efforts and achievements, to be reviewed by the Honors Director.

TRANSFERS:

1. Persons who receive a Phi Theta Kappa scholarship as transfer students are invited to apply for participation in the Honors Academy Program.
2. Transfer students are required to take at least two Honors courses in the core curriculum.
3. Transfer students are required to take two semesters of Great Books.
4. For transfer students, participation is encouraged in Program Honors, pending invitation by the school.
5. Transfer students will maintain a portfolio of their Honors efforts and achievements, to be reviewed periodically by the Honors Director, and will participate in a significant community project(s) during their matriculation at Lenoir-Rhyne College.

OTHER HONORS STATUS CRITERIA:

1. Students not having entered Lenoir-Rhyne College with Honors scholarships, or otherwise having subsequently received Honors scholarships, may participate in the Honors Academy Program on invitation of the Director. Such requests shall be made prior to the beginning of the junior year (four remaining semesters of study).

Approval for entering freshmen will be on the basis of high school GPA, class rank, and SAT/ACT. Approval for transfer students, or students already with at least one semester at Lenoir-Rhyne College, will be on the basis of college GPA. Requirements shall be as above.

2. Honors students who remain in good standing with the Honors Academy Program and who successfully complete all Honors requirements shall be recognized as Honors Academy Program Graduates during the commencement ceremonies.
3. Students not otherwise in the Honors Academy program who are invited to Program Honors shall receive graduation with Program Honors on completion of the program requirements, but shall not otherwise be listed as Honors scholars.

PROGRAM HONORS

The specific requirements of Program Honors vary according to the School offering honors, but all Program Honors guidelines will conform according to the published Program Honors guidelines.

The guidelines for Program Honors are as follows:

1. All students whose overall and major GPA are above the minimum requirements may apply for admission to Program Honors. Invitation shall be by decision of the School faculty teaching in the relevant discipline. Students must be informed no later than April 1 during their junior year of their acceptance into the Program Honors Program. Schools submit in writing to the Director of Honors the names and credentials of Program Honors candidates at the time of the school nomination and individual acceptance. Honors scholarship recipients shall be encouraged to participate in Program Honors Programs, if invited. Schools are encouraged so to invite and so to guide the Honors scholarship recipients.
2. Cumulative GPA requirement for a Program Honors student shall be at least 3.0.
3. Major GPA shall be at least 3.2.
4. From six to nine credits of Program Honors courses shall be required of all Program Honors students of which three will be credited for the thesis. A grade less than "B" in any Honors course shall mean automatic termination of Program Honors status. No core honors course shall count towards this requirement.
5. No comprehensive examination above and beyond normal program requirements for all majors shall be required for completion of Program Honors.
6. All Program Honors students shall leave behind some permanent record of their Honors activity. In most cases, this will be a written thesis. However, it might be an audio or videotape of some presentation or recital. The college library shall serve as the central repository for these records. The activity of writing the thesis shall be credited as an Honors course carrying three hours of credit. The grade of the thesis shall be the grade of the course. The written thesis shall conform to the guidelines published by the Academic Program Committee.
7. The Honors Thesis shall be defended orally in front of a panel composed of at least two members of the discipline (one of whom shall be either the School Chair or a designee) plus one other faculty member from outside the discipline.
8. The Research Thesis courses shall bear the designation 490, 491, or 492 as appropriate. The courses shall be titled Senior Honors Research and/or Thesis. It is left to the school to decide whether there will be two courses (a research and a thesis course) or simply a thesis course.
9. Completed theses or projects shall be submitted to the Director of Honors within ten days of defense and/or approval of the department. The Director of Honors is responsible for transferring the official copy of the thesis to the library.

10. Any student in the major who can meet the GPA requirements described above shall be able to take any Program Honors course except the senior thesis courses described in items 6-9 regardless whether the student enters the Program Honors Program or not.
11. Only the Academic Program Committee shall have the authority to allow exceptions to or to modify these guidelines. Appeals and/or waivers shall be made to the committee in writing, as endorsed by the school chair.

Satisfactory completion of courses within the Honors Academy Program is designated on the student's transcript. Honors students who remain in good standing and who successfully complete the Honors Academy Program will be recognized at graduation as Honors Academy Program Graduates. A student who satisfactorily completes Program Honors graduates with honors in that program. Graduating with Program Honors is acknowledged at graduation and noted on the student's transcript.

The Honors Academy Program is directed by the Director of Honors, who has the responsibility for administration of the program. The Director of Honors reports to the Executive Vice President for Academic Affairs and Dean of the College, and is responsible to the Academic Program Committee for faculty program oversight. Program Honors are directed by the school involved under the general guidance and coordination of the Honors Director and Academic Program Committee, as indicated in the above guidelines. For information, contact Dr. Karen Dill or Dr. David Ratke, Co-Directors of Honors.

LINEBERGER CENTER

The Lineberger Center for Cultural and Educational Renewal was created through a generous gift of the Lineberger Foundation in Belmont, N. C. to:

1. Affirm the existence of a moral order and the renewal of that sensitivity in ourselves and our society;
2. Promote the study of values and their importance to us and our society;
3. Develop a capacity for making well-ordered, ethical judgments;
4. Instill the means of making critical choices through patterns of inquiry and habits of thought;
5. Stimulate and promote challenge, the courage to meet it, and the skills to deal with it creatively.

To accomplish these purposes, the Center engages in a wide array of activities designed for both the campus and the community. The Center supports and contributes to the College's general education program; sponsors seminars, conferences and retreats on a variety of topics; sponsors Great Books sections locally; hosts the Hickory Humanities Forum; and seeks to promote integrative, interdisciplinary inquiry.

Further information on the Center's programs for this year may be obtained from its Director, Dr. J. Larry Yoder.

THE LUTHERAN COLLEGE WASHINGTON SEMESTER

Lenoir-Rhyne College is a member of the Lutheran College Washington Consortium which conducts a work/study program in Washington, D.C. Under this program, students spend the semester in Washington and are required to complete two seminars (eight credits) and a 25-30 hour internship and public service

component (eight credits). Students enroll at Lenoir-Rhyne College and pay tuition at the rate charged by Lenoir-Rhyne College. The program emphasizes the ethical dimension of important questions of public affairs. A separate summer residential housing program is also available.

Further information about this program may be obtained from Dr. Joseph Mancos in Political Science.

OBSERVATORY

The observatory, located atop the Minges Science Building, houses a 12 1/2-inch reflecting telescope that can be operated in the Cassegrain or Newtonian mode. The observatory is equipped for UBV and UBVY photoelectric photometry and for astrophotography. Additional equipment includes two four-inch refractors, two eight-inch Meade Schmidt-Cassegrainian reflectors, and various special cameras, including a CCD camera. The possibility exists for the addition to the facilities of a 20-inch Ritchey-Chretien reflector. The observatory is utilized at all levels of college instruction. Future plans include the addition of a computer and telescope control for the CCD camera and photography.

OFFICE FOR INTERNATIONAL EDUCATION

The Office for International Education at Lenoir-Rhyne College assists students and educators to better understand, live successfully within, and achieve a global perspective in a diverse and increasingly complex world. Wholly supportive of the institution's stated purpose to "nurture, celebrate, and increase the diversity of the campus community and to promote a global perspective that permeates all aspects of campus life," the Office for International Education provides experiential opportunities in international education through study abroad, inter-university programs and services for international students. Further, the Office for International Education advocates for the development of an international dimension to the teaching and service initiatives of the faculty in an effort to foster global perspectives and cross cultural understanding.

Lenoir-Rhyne College, through the Office for International Education, is a member of NAFSA: Association of International Educators and the Institute for International Education (IIE), among other organizations. The Office for International Education adheres to the NAFSA Code of Ethics and Principles in International Educational Exchange.

STUDY ABROAD PROGRAMS

Study abroad is a life-changing experience which is feasible for every student who attends Lenoir-Rhyne College. Adapting to a foreign culture firsthand allows students to develop an entirely new perspective about themselves and the world around them. Expanding horizons with a semester or year abroad demonstrates a sense of adventure, curiosity, and flexibility on the student's part, enhances communication and interpersonal skills, lends distinction to resumes, and attracts the attention of potential employers, regardless of the student's major.

Through agreements with organizations and institutions that administer the programs described below, students who enroll in these programs are registered for classes at Lenoir-Rhyne College and receive transfer credit for their course work. They also retain any state and federal financial aid they receive and can apply it toward their study abroad. Lenoir-Rhyne College institutional aid may not be used to

pay for off-campus programs including study abroad. Students must have a minimum cumulative G.P.A. of 2.5 to be approved for study abroad. Lenoir-Rhyne College's principle options for study abroad are:

1. Beaver University. Beaver University offers a wide array of excellent programs for semester and summer study abroad. Options are available in several locations in the United Kingdom, Australia, Austria, Ireland, Greece, Italy, New Zealand and Mexico. Opportunities for combined study/internship programs allow students greater cultural immersion and enhanced marketability after graduation. Scholarships are available.
2. Central College. Central College in Pella, Iowa, operates eight foreign study centers in Austria, Great Britain (two in England and one in Wales), France, Mexico, the Netherlands, Spain, China, and Kenya. Many Central programs offer the possibility of service learning experiences in the host communities. Students seeking internships may elect to work in business, education, government or social service settings. Scholarships are available.
3. Institute of American Universities, France. IAU offers study opportunities at institutions in Avignon and Aix-en-Provence in southern France. There are a limited number of internships in journalism, communication, the arts, psychology, education, and social work.
4. Instituto Universitario de Sevilla. IUS offers educational excellence, cultural depth, and personal enrichment in Seville, Spain for semester and summer study abroad. Organized class excursions include visits to sites in and around Seville and Morocco.
5. The International Partnership for Service-Learning. IPSL students can engage in a combined program of community service and academic study in the United Kingdom, Ecuador, France, Israel, Jamaica, Mexico, the Czech Republic, the Philippines, Viet Nam, Russia, or India. There is also an option for study on the Pine Ridge Reservations of Lakota Sioux in South Dakota. Each student is placed in a capacity in accordance with their academic major, skills, interest, and needs of the communities served.
6. Summer in Ecuador. L-RC Spanish professors accompany student groups and conduct programs in Cuenca, Ecuador. This program includes intensive language study, a family home-stay and excursions into the tropical rain forest.
7. University of Evansville's Harlaxton College Program, England. L-RC may send up to 20 students (plus one professor) annually to the Harlaxton campus near Grantham. Weekend excursions introduce students to major sites in England, Ireland, Scotland, Greece, and Italy.
8. The School for Field Studies. Hands-on programs for students interested in environmental problem solving. Locations include Kenya, Costa Rica, Australia, and Turks and Caicos Islands. Scholarships available.
9. Other Opportunities. There are countless other opportunities to work and study all over the world. Any courses taken outside the umbrella or programs governed by contractual agreements between Lenoir-Rhyne College and affiliated institutions will receive transfer credit.

INTERNATIONAL STUDENT SERVICES

The Office for International Education (OIE) serves as an information center and as a place for international students to share experiences and stories. The OIE is where to go for answers concerning living and learning at an American college or university. The OIE staff will assist with information about:

- Immigration regulations for students
- Passports and visas
- Health insurance
- Employment on campus
- Academic matters
- Cultural adjustment
- Curricular Practical Training
- Optional Practical Training
- Travel to the US from abroad

The OIE is an important source with as students network with people in the campus community and the Unifour in North Carolina. The OIE staff will arrange for special activities and programs including:

- Cross cultural seminars
- American Friends Conversational Partners Program
- Host Family Program
- Culture Breaks
- Trips and excursions in the US

ROTC PROGRAM

Lenoir-Rhyne College offers ROTC opportunities through Davidson College. Students may receive up to six credit hours for Military Science 301 and Military Science 403. Students enroll for these courses at Lenoir-Rhyne College, but the actual course work is completed at Davidson College.

MILITARY SCIENCE COURSES

MIL 301. ADVANCED MILITARY SKILLS

Prerequisite: ROTC Basic Course or Consent of the instructor.

Introduction to the ROTC Advanced Course. Survey of Army training, administration and management, command and staff functions, intelligence and electronic warfare systems, and leadership styles. Refresher and advanced training in communications, land navigation, marksmanship, tactics and physical fitness. Course meets three class hours per week. Mandatory for all junior ROTC students. Three credits.

MIL 403. MILITARY HISTORY

Prerequisite: Consent of the instructor.

Intensive study of Western military history. Analyses of political, economic, and social causes of war and the effects on tactical, strategic and logistical operations. Focuses on the Thirty Years War, the War of the Spanish Succession, the Wars of Napoleon, the American Civil War, and the First World War as laboratories to test the interrelationships of the causes and components of war. Three class hours per week. Mandatory for all senior ROTC cadets. Three credits.

SASASAAS CHINA PROGRAM

Lenoir-Rhyne College is affiliated with the South Atlantic States Association for South-Asia, Asia, & Africa Studies. The SASASAAS China program is ideal for students who have been to China and may not otherwise have an opportunity to learn Chinese. Because Lenoir-Rhyne College is a member of the SASASAAS consortium, the student will register for courses and receive credit from L-RC. Study in China program occurs in Fall Semester. Further information on this program may be obtained from Dr. Paul Custer, History.

GENERAL INFORMATION AND POLICIES

The particular nature and goals of Lenoir-Rhyne College presuppose that everything done has some religious dimension. Standards of moral and ethical value form the College's value-based education. The College holds as sources for value the Scriptures and the traditions of the Christian Church, as well as the insights of the arts and culture. It affirms and cherishes its relationship to the Lutheran Church, yet takes a broad and sympathetic approach to religious diversity. Religious activities designed to engage Christian principles and culture include regular worship services, student group programs, forums, convocations, and regular interaction with the larger religious communities in which the College resides.

LENOIR-RHYNE CAMPUS COMPUTING POLICIES

POLICIES FOR RESPONSIBLE COMPUTING

All members of the College community who use the College computing and information resources must act responsibly. Every user is responsible for the integrity of these resources. All users of College-owned computing systems must respect the rights of other computing users, respect the integrity of the physical facilities and "security measures" and respect all pertinent license and contractual agreements. It is the policy of Lenoir-Rhyne College that all members of its community act in accordance with these responsibilities, relevant laws and contractual obligations and the highest standard of ethics. The College reserves the right to limit, restrict or extend computing privileges and access to its information resources.

Computer facilities operated by the College are available for the use of the College Community. The College Community is encouraged to use College's computer facilities for research and instruction. In order to facilitate the ethical and responsible use of computers, equipment, software, and networks, the following guidelines and established for the College Community. Instructors, administrators, or unit heads may impose additional requirements or restrictions in connection with course or unit work.

Users and computing administrators must all guard against abuses that disrupt or threaten the viability all systems, including those at the College and those on networks to which the College's systems are connected.

It is imperative that all users of the College's computing and information resources realize how much these resources require responsible behavior from all users. Simply put, we are all responsible for the well-being of the computing, networks, and information resources we use.

Colleges do try to promote the open exchange of ideas; however, an open cooperative computing network can be vulnerable to abuse or misuse. As more and more schools, Colleges, universities, businesses, government agencies, and other enterprises become attached to the world-wide computing and information networks, it is more important than ever that this College educate its Community about proper ethical behavior, acceptable computing practices, and copyright and licensing issues. A modern College must also educate its Community about how computer abuse can interfere with the exchange of ideas that is integral to a modern education.

Certain undesirable activities by users have been formally defined as abuse. Computer abusers will be responsible for all damages. In addition, they may be fined and/or may have computer privileges restricted or revoked and may be subject to further discipline by the College. In some cases, they may be liable for civil or criminal prosecution.

These policies and rules govern the use of all of Lenoir-Rhyne's computing facilities which includes, but is not limited to, any computers, mini-computers, mainframes, and peripherals.

It is an offense not to follow the policies and rules set by the College Technology Committee. As with all matters of law and ethics, ignorance of the rules does not excuse violations.

The following actions are violations of Campus Computing resources:

- Using computer equipment software, networks, and accounts for purposes other than those for which they are assigned (e.g., for commercial purposes or non-College related activities).
- Deliberately attempting to degrade the performance of a computer system or deprive authorized personnel of resources or access to any College's computer system.
- Using another person's account (even if you have permission) unless it is a special group account. Abusers are normally identified by their usernames. Users who reveal or allow others to use their accounts may find themselves restricted if others abuse the system in their name.
- Attempting to discover another user's password.
- Copying or transferring any of the computer software provided by Lenoir-Rhyne College without valid written authorization. The use of illegally copied software is considered a criminal offense and will be dealt with as such.
- Attempting to bypass standard procedures. This includes, but is not limited to, unauthorized use of a password, accessing a file without permission, and reading a proprietary execute-only file. Lack of file protection does not give you the right to do any of these things.
- Allowing unsupervised children in the computer laboratories.
- Using the computer to send, view, or use obscene, abusive, or threatening messages.
- Smoking, eating or drinking at terminals, computers, or any other computer equipment. Any other rules relating to the building housing the lab must also be observed.
- Making excessive noise that may disturb others working in the lab.
- Using more than one computer at a time.
- Collecting or discarding output other than your own without the owner's permission; printing out information and leaving it lying around. (Place unwanted printouts in the recycling bins provided in the lab.)
- Being irresponsible in the use of your accounts and failing to protect each account's password. (In other words, do not share computer accounts. If someone else learns your password, you must change it.)
- Failing to report unauthorized use of your accounts to Information Technology, lab assistant, or other appropriate College authorities.
- Not cooperating with the IT requests for information about computing activities. Under certain unusual circumstances, IT may access your computer files.

- Not taking reasonable and appropriate steps to see that all hardware and software license agreements are faithfully executed on any system, network, or server that you operate.
- Playing games on the lab computers. Lenoir-Rhyne's computing and networking resources are valuable and limited. All users have the responsibility to use these resources in an effective, efficient, ethical, and legal manner.

Backups

Each user is ultimately responsible for his or her own computing and his or her own work using a computer. Take this responsibility seriously. For example, users should remember to make backup copies of their data, files, programs, and diskettes, particularly those created on computers and those used on individual or unit computers. Furthermore, users with desktop or laptop computers that they operate themselves must remember they may be acting as the "Administrator" privilege on for those computers.

ADDITIONAL POLICIES

Student Accounts

All students at Lenoir-Rhyne will receive a College electronic mail account from IT. Users will be required to sign a form indicating that these policies and rules are understood and will be adhered to. Student accounts will be deactivated when the user is no longer registered at Lenoir-Rhyne.

Guest Accounts

At the present time no accounts will be created or maintained for anyone other than the College Community.

Global Distribution Lists

IT develops and maintains global distribution lists of College e-mail addresses delineated into the following subgroups: all faculty, all students, day students, evening students, graduate students, and commuter students. To use any of these lists, students must receive written approval from VP of Student Affairs for student distribution, Executive VP for Academic Affairs for faculty distributions, and VP for Administration & Finance for staff distribution. Faculty and staff are to use discretion when considering a global distribution of messages. Distributed messages take up resources, not only campus computing resources, but faculty and staff time and resources. The messages should be professional in nature, timely, and relevant. If there is a question on the part of the faculty or staff member of the appropriateness of the message, he/she should contact the appropriate administrator to seek advice: VP of Student Affairs for students, Executive VP for Academic Affairs for faculty, and VP for Administration & Finance for staff.

Restoring Files

The Computer Center does regular backups of files on its servers. In the event of a system crash, IT will restore lost files, if possible.

General Limits on Use

There are limits on the amount of disk space available on the network server. Network users are encouraged to maintain only active, frequently used files on their accounts.

Other Limits on Use

IT technical support is available only for problems associated with College-related activities. Technical support will not be provided for technical problems associated with personal activities and non-work related projects.

Lenoir-Rhyne College reserves the right to hold, cancel, or restart a job or program to improve system performance. IT also reserves the right to log off any user, if possible, with proper notification, when these policies are being violated.

Policies for Computer Lab Use

- Lab users should store their files on their own storage media. They can temporarily store files on the network server. The computer labs are not available for general use during the periods when the rooms are being used for teaching of classes. (The instructor may make exceptions on a case-by-case basis.)
- Students cannot use their own copies of extraneous software in the computer labs unless the software is licensed to the user, such use does not violate the software license agreement, and IT approves the use of the software.
- The printers are not to be used as copy machines. Students are to use the Print Preview facility to make sure they are ready to print. Users are to print only when necessary.
- Course work always takes priority on the use of the printers.
- Unsupervised children are not allowed in the computer laboratories.

MISUSE OF COMPUTING AND INFORMATION RESOURCE PRIVILEGES

The College characterizes misuse of computing and information resources and privileges as unethical and unacceptable and as just cause for taking disciplinary action. Misuse of computing and information resources and privileges includes, but is not restricted to, the following:

- Attempting to modify or remove computer equipment, software, or peripherals without authorization
- Accessing computers, computer software, computer data or information, or networks without proper authorization, regardless of whether the computer, software, data, information, or network in question is owned by the College (That is, if you abuse the networks to which the College belongs or the computers at other sites connected to those networks, the College will treat this matter as an abuse of your computing privileges.)
- Circumventing or attempting to circumvent normal resource limits, logon procedures, and security regulations
- Using computing facilities, computer accounts, or computing data for purposes other than those for which they were intended or authorized
- Sending fraudulent computer mail, breaking into another user's electronic mailbox, or reading someone else's electronic mail without his or her permission
- Sending any fraudulent electronic transmission including, but not limited to, fraudulent requests for confidential information, fraudulent submission of electronic purchase requisitions or journal vouchers, and fraudulent electronic authorization of purchase requisitions or journal vouchers
- Playing games on lab machines
- Violating any software license agreement or copyright, including copying or redistributing copyrighted computer software, data, or reports without properly recorded authorization
- Violating the property rights of copyright holders who are in possession of computer-generated data or reports.
- Using the College's computing resources to harass or threaten other users.
- Taking advantage of another user's negligence to gain access to any computer

account, data, software, or file that is not your own and for which you have not received explicit authorization to access.

- Physically interfering with other users' access to the College's computing facilities.
- Encroaching on others' use of the College's computers (e.g., disrupting computer use by sending excessive messages, either locally or off-campus [including, but not limited to, electronic chain letters]; printing excessive copies of documents, files, data, or programs; modifying system facilities, operating systems; attempting to crash or tie up a College computer; damaging or vandalizing College computer facilities, equipment, software, or computer files).
- Disclosing or removing proprietary information, software, printed output or magnetic media without the explicit permission of the owner.
- Reading other users' data, information, files, or programs on a display screen, as printed output, or via electronic means without the owner's explicit permission.
- Violating intellectual property policies of the College.

Disclaimer

Lenoir-Rhyne College cannot be held liable for any losses of any kind. In no event can the College be held liable for consequential damages even if the College has been advised of the possibility of such damages. The College cannot be held responsible for any damages due to the loss of output, loss of data, time delay, system performance, software performance, incorrect advice from a consultant, or any other damages arising from the use of the College's computing facilities. Lenoir-Rhyne cannot guarantee privacy of mail and files.

User Confidentiality and System Integrity

If IT is aware of a computing abuse; notices an unusual degradation of service or other aberrant behavior on the system, network, or server for which the unit is responsible; or receives a complaint of computing abuse or degradation of service, the unit will investigate and take steps to maintain the integrity of the system. If IT has evidence that leads to a user's computing activity that jeopardizes the system, the user relinquishes all rights to confidentiality. IT must weigh the potential danger to the system and its users against the confidentiality of that user's information.

While investigating a suspected computing abuse, a suspected hardware failure, a disruption of service, or a suspected bug in an application program, compiler, network, operating system, or system utility, IT will ordinarily ask a user's permission before inspecting that user's files or diskettes. Exceptions to these rules includes but are not limited to:

The action of one user poses a threat to the network or other College resources. IT should act quickly to protect the system and its users. In the event that IT has to inspect user files, the IT supervisor must be notified as soon as possible. IT needs to be certain that one of the following is also notified as soon as possible (ordinarily within one business day): the user or users whose files were inspected; the unit head, project director, administrative officer, or Dean of Students.

The user is suspected of malicious intent. In these cases, the IT supervisor is notified. IT needs to be certain that the unit head, administrative officer, or Dean of Students is notified. In the case of suspected malicious intent, IT will refer the matter to the appropriate College judicial body.

IT may find it necessary to suspend or restrict a user's computing privileges during the investigation of a problem. The Director of IT will make this decision.

A user may appeal such a suspension or restriction and petition for reinstatement

of computing privileges through the College judicial system, through the grievance procedures outlined in the appropriate College handbook.

In general, IT should:

- Protect the integrity of the system.
- Respect the confidentiality of user information stored on the system.
- Assist the unit head in referring cases of suspected abuse to the appropriate

College judicial process.

Judicial Process for Cases of Alleged Misuse of Computing Resources

If there is a preponderance of evidence that intentional or malicious misuse of computing resources has occurred, and if that evidence points to the computing activities or the computer files of an individual, IT has the obligation to pursue any or all of the following steps to protect the user community:

- Take action to protect the systems and data from damage.
- Refer the matter for processing through the appropriate College judicial system.
- Suspend or restrict the alleged abuser's computing privileges during the investigation and judicial processing. A user may appeal.
- Inspect the alleged abuser's files, diskettes, and tapes.
- Disciplinary sanctions may include suspension, expulsion, or termination.

Academic Honesty

Faculty and students are reminded that computer-assisted plagiarism is still plagiarism. Unless specifically authorized by a class instructor, all the following uses of a computer are violations of the College's guidelines for integrity code and are punishable as acts of plagiarism:

- copying a computer file that contains another student's assignment and submitting it as your own
- copying a computer file that contains another student's assignment and using it as a model for your own assignment
- working together on an assignment, sharing the computer files or programs involved, and then submitting individual copies of the assignment as your own individual work
- knowingly allowing another student to copy or use one of your computer files and to submit the file, or a modification thereof, as his or her individual work

Electronic Mail

The College recognizes that principles of academic freedom, freedom of speech, and privacy of information hold important implications for electronic mail and electronic mail services. This policy reflects these firmly held principles within the context of the College's legal and other obligations.

The College encourages the use of electronic mail and respects the privacy of users. It does not routinely inspect, monitor, or disclose electronic mail without the user's consent. The College may deny access to its electronic mail services and may inspect, monitor, or disclose electronic mail when required by and consistent with the law and Lenoir-Rhyne Campus Computing Policies, when there is substantiated reason to believe that violations of policy or law have taken place, or, in exceptional cases, when required to meet time-dependent, critical operational needs.

Electronic Mail Policies

- The nature of electronic mail makes it less private than users may think. For example, electronic mail intended for one person sometimes may be widely distributed because of the ease with which recipients can forward it to others. A reply to an electronic mail message posted on an electronic bulletin board or "listserv" intended only for the originator of the message may be distributed to all subscribers

to the listserv. Furthermore, even after a user deletes an electronic mail record from a computer or electronic mail account it may persist on backup facilities.

- The College, in general, cannot and does not wish to be the arbiter of the contents of electronic mail. Neither can the College, in general, protect users from receiving electronic mail they may find offensive. Members of the College community, however, are strongly encouraged to use the same personal and professional courtesies and considerations in electronic mail as they would in other forms of communication.

- There is no guarantee, unless “authenticated” mail systems are in use, that electronic mail received was in fact sent by the purported sender, since it is relatively straightforward (although a violation of this policy) for senders to disguise their identity. Furthermore, electronic mail that is forwarded may also be modified. As with print documents, in case of doubt, receivers of electronic mail messages should check with the purported sender to validate authorship or authenticity.

- Encryption technology is only to be used when approved by unit heads.

Usage Policies

1. Purpose. Electronic mail services are to be provided by College organizational units in support of the teaching, research, and public service mission of the College, and the administrative functions that support this mission.

2. Users. Users of College electronic mail services are to be limited primarily to the College community for purposes that conform to the requirements of this Section.

3. Non-Competition. College Electronic mail services shall not be provided in competition with commercial services to individuals or organizations outside the College.

4. Restrictions. College Electronic mail services may not be used for: unlawful activities; commercial purposes not under the auspices of the College; personal financial gain (except as permitted under applicable academic policies); personal use inconsistent with user responsibilities; or uses that violate other College policies and guidelines regarding intellectual property, or regarding sexual or other forms of harassment.

5. Representation. Electronic mail users shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the College or any unit of the College unless appropriately authorized (explicitly or implicitly) to do so. Where appropriate, an explicit disclaimer shall be included unless it is clear from the context that the author is not representing the College.

6. False Identity. Electronic mail users shall not employ a false identity. Electronic mail may, however, be sent anonymously provided this does not violate any law or this or any other College policy, and does not unreasonably interfere with the administrative business of the College.

7. Interference. College electronic mail services shall not be used for purposes that could reasonably be expected to cause, directly or indirectly, excessive strain on any computing facilities, or unwarranted or unsolicited interference with others' use of electronic mail or electronic mail systems.

Security and Confidentiality

1. The confidentiality of electronic mail cannot be assured. Such confidentiality may be compromised by applicability of law or policy, Lenoir-Rhyne Campus Computing Policies, by unintended redistribution, or because of inadequacy of current technologies to protect against unauthorized access. Users therefore should exercise extreme caution in using electronic mail to communicate confidential or sensitive matters.

2. College employees cannot seek out, use or disclose without authorization "personal or confidential" information, and employees must take necessary precautions to protect the confidentiality of personal or confidential information encountered in the performance of their duties or otherwise. This prohibition applies to electronic mail records.

3. Notwithstanding the previous paragraph, users should be aware that on occasion network and computer operations personnel and system administrators may, during the performance of their duties, inadvertently see the contents of electronic mail messages. Except as provided elsewhere in Lenoir-Rhyne Campus Computing Policies, they are not permitted to do so intentionally or disclose or otherwise use what they have seen. One exception, however, is that of systems personnel (such as "postmasters") who may need to inspect electronic mail when re-routing or disposing of otherwise undeliverable electronic mail. This exception is limited to the least invasive level of inspection required to perform such duties. Furthermore, this exception does not exempt postmasters from the prohibition against disclosure of personal and confidential information of the previous paragraph, except insofar as such disclosure equates with good faith attempts to route the otherwise undeliverable electronic mail to the intended recipient. Re-routed mail normally will be accompanied by notification to the recipient that the electronic mail has been inspected for such purposes.

4. The College attempts to provide secure and reliable electronic mail services. Operators of College electronic mail services are expected to follow sound professional practices in providing for the security of electronic mail records, data, application programs, and system programs under their jurisdiction. Since such professional practices and protections are not foolproof, however, the security and confidentiality of electronic mail cannot be guaranteed. Furthermore, operators of electronic mail services have no control over the security of electronic mail that had been downloaded to a user's computer.

Internet Policies

The College computing resources are intended to enable the institution to carry out its responsibilities of education, research and public service. Therefore, these functions have priority in using computing resources.

Because the College recognizes the value of the Internet as a resource for information and communication, when computing resources are available, students may use them for co-curricular or personal purposes provided they abide by the policies and procedures governing such use.

The College expects that, as technology and consumer preferences change in the future, the economics, user habits and capabilities of its information systems will change from time to time. Therefore, privileges afforded to students and other members of the College community under this policy are subject to change in the future.

Students may use computing resources for electronic communications with faculty, staff, other students and acquaintances outside the College community and to take advantage of information on the Internet through newsgroups.

DRUG FREE SCHOOLS AND COMMUNITIES ACT

In 1987, Lenoir-Rhyne College entered into affiliation with the network of colleges and universities committed to the elimination of drug and alcohol abuse. In doing so, the College committed itself to a policy which is consistent with federal, state, and local laws regarding the use of alcohol and illicit or controlled substances.

Furthermore, the Drug Free Schools and Communities Act of 1988 and Amendments of 1989 require that institutions of higher education adhere to "standards of conduct that clearly prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities." (Federal Register, Vol. 5, N. 59, Page 17385).

The following North Carolina Statutes inform the College's position on drug and alcohol use:

ALCOHOL: (N STATUTE 18B-302)

1. It shall be unlawful for a person less than 21 years old to purchase, attempt to purchase, or possess malt beverages, wine, liquor or mixed beverages.
2. It shall be unlawful to sell or give malt beverages, wine, liquor, or mixed beverages to anyone less than 21 years old.
3. It shall be unlawful for anyone to obtain or attempt to obtain alcoholic beverages by using a fraudulent or altered driver's license or other ID; also by using driver's license or other ID issued to another person.

CONTROLLED SUBSTANCES: (N STATUTE 90-95)

1. It is unlawful for any person to manufacture, sell or deliver, or possess with intent to manufacture to sell or deliver, or possess a controlled substance or counterfeit controlled substance.
2. It is unlawful for any person to knowingly use, possess, manufacture, or deliver drug paraphernalia (N Statute 90-113.22, 90-113.23) as defined in N Statute 90-113.21.

PENALTIES

Lenoir-Rhyne College takes very seriously the possession, use, or sale of any controlled substance as well as violations of the laws regarding alcoholic beverages. The College campus is not a sanctuary that relieves students or its employees of their responsibilities as citizens to abide by local, state and federal laws, nor college regulations, policies, and procedures.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act affords students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's educational records within 45 days of the day Lenoir-Rhyne College receives a written request for access. Students should submit to the Registrar, Dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request an amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the College to

amend a record they believe is inaccurate or misleading. They should write the college official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of their right to a hearing regarding the request of the amendment. Additional information regarding the hearing procedures will be provided to the student when they are notified of their right to a hearing.

3. The right to consent and to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic, or research or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA at the following address: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington DC 20202-4605.

HARASSMENT

Members of the Lenoir-Rhyne College community are entitled to an academic or work environment free not only of discrimination, but also of any unwelcome solicitation or advances. Lenoir-Rhyne College is committed to creating and maintaining an environment in which all members of the Lenoir-Rhyne College community—students, faculty, staff, and administrators—are treated with respect and dignity, free from verbal, sexual, or physical harassment. Faculty, administrators, staff, and students are responsible for maintaining an educational and working environment that is harmonious with the College's mission of teaching. Harassment of any kind of any member of the Lenoir-Rhyne College community is illegal and destructive to that harmony, and such misconduct is a violation of college policy. It should be reported promptly so appropriate action may be taken by the college administration.

PHYSICAL ACCESSIBILITY FOR PERSONS WITH DISABILITIES

It is the policy of Lenoir-Rhyne College to provide physical accessibility for people with disabilities whenever it is feasible to do so. In instances where programs or services are not accessible because of physical barriers, every reasonable effort will be made to relocate the program or service to an accessible location. Examples of how access may be provided when a program or service is physically inaccessible are:

1. Reassigning a course to an accessible classroom if the original classroom is in an inaccessible location.

2. Providing a first floor residence hall room for a student who is unable to use stairs when stairs are the only means of accessing upper level floors.
3. Scheduling meetings with staff or faculty members whose offices are not physically accessible in a meeting area that is accessible.

Changes to programs and services for accessibility will be considered on a case-by-case basis. Any questions or concerns regarding campus accessibility may be directed to the Disabilities Coordinator located in the Cromer Center.

SEXUAL HARASSMENT

Sexual harassment is a form of unlawful discrimination.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to or rejection of such conduct is used in decisions affecting employment or academic advancement.
2. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment.

Actions that can constitute sexual harassment may include the following:

1. The conditioning of employment benefits or participation in a class based on obtaining sexual favors.
2. Engaging in conduct of a sexual nature which creates an intimidating, hostile or offensive academic or work environment. This can include sexually oriented language and jokes, offensive physical contact, obscene messages and gestures, etc.
3. Punishing or threatening to punish a subordinate for refusal to comply with sexual demands.

Sexual harassment can involve teacher and student, teacher and teacher, student and student, supervisor and employee, co-workers and colleagues, particularly if one of those individuals is in a position of professional judgment over another. Sexual harassment is distinguished from voluntary sexual relationships by nature of advances or comments of a sexual nature being unwanted. The presence of the elements of coercion, threat, or hostility with unwanted sexual advancements clearly indicates harassment. Such behavior constitutes an offense which may lead to disciplinary action by Lenoir-Rhyne College.

Individuals who feel they are being subjected to harassment should refer to the procedure detailed below. A prompt, thorough, confidential, and objective investigation will be conducted in the event of a formal complaint. Disciplinary action, up to and including dismissal, will be taken if it is determined that sexual harassment has occurred.

This policy shall not be used to bring frivolous or malicious charges against students, employees, or agents of Lenoir-Rhyne College. False accusations of sexual harassment can cause serious harm to innocent persons. Appropriate sanctions will be taken against persons who bring frivolous or malicious charges.

PROCEDURE FOR REDRESS OR HARASSMENT GRIEVANCE

Members of the college community who feel they are being subjected to harassment, including sexual harassment, should attempt to resolve the issue informally with the person involved. If this is not successful, they should discuss the

alleged harassment with the supervisor of the harassing person. If this is not successful, they should file a formal written complaint with the dean or vice president over the area of the harassing person. Students should contact the Vice President for Student Affairs and Dean of Students; faculty should contact the Executive Vice President for Academic Affairs and Dean of the College; staff should contact the Vice President for Administration and Finance.

NONDISCRIMINATION

Lenoir-Rhyne College is committed to providing equal employment and educational opportunities without regard to race, color, national origin, religion, gender, age, sexual orientation, disability or veteran status, unless permitted by law. The College complies with all applicable federal, state and local laws governing nondiscrimination in employment and education. This policy of equal opportunity extends to all aspects of employment, including, but not limited to, recruitment, hiring, training, promotion, transfer, reassignment, demotion, discipline, discharge, performance evaluation, compensation and benefits. In addition, the College adheres to this philosophy in its admissions policies and in the administration of its educational programs and activities.

ACADEMIC REGULATIONS

Each student and faculty member at Lenoir-Rhyne College is expected to exhibit conduct within the dictates of a Christian conscience and do what is right as a matter of choice rather than as a matter of compulsion.

Lenoir-Rhyne College, like every academic institution, has certain standards and policies adopted as guides for the conduct of general activities for both students and faculty members. These standards are outlined in the student and faculty handbooks. The College reserves the right to request the withdrawal of any student who fails in conduct or attitude to meet the regulations and policies adopted by the College.

It is the responsibility of each student to learn and follow the standards, policies, and regulations stated in the college catalog and student handbook. Students are responsible for fulfilling the requirements as outlined in the catalog in effect at the time of their first matriculation, unless their academic process has been interrupted.

The Institution is under the supervision of the Board of Trustees. The academic programs in all schools are governed by the faculty. The student government constitution is largely administered by the students themselves.

THE LENOIR-RHYNE STUDENT HONOR COMMITMENT AND STATEMENT OF ACADEMIC INTEGRITY

All students at Lenoir-Rhyne College are expected to know and agree to accept the following Lenoir-Rhyne College Student Honor Commitment and Statement of Academic Integrity:

“A fundamental purpose of a liberal education is its attempt to cultivate in the student a sense of honor and high principles pertaining especially to academics, but extending to all areas of life. An inherent feature of Lenoir-Rhyne College is its commitment to an atmosphere of integrity and ethical conduct. As a student of Lenoir-Rhyne College, I accept as my personal responsibility the vigorous maintenance of honesty, truth, fairness, civility, and concern for others.

My devotion to integrity demands that I will not cheat in academic work and that I adhere to the established and required community code of conduct. I accept the responsibility for upholding the established standards against those who would violate them. And I understand and accept the consequences of infracting upon or assisting others in infracting upon this code. In addition to and beyond the requirements of any code or law, I affirm my own commitment to personal honor and integrity in all matters large and small. Even though the ideal of honor is an abstract one, by implementing this ideal, I join the men and women of Lenoir-Rhyne College in making the concept of honor a reality.”

THE ACADEMIC INTEGRITY SYSTEM

Violations of the Academic Integrity Statement fall under the jurisdiction of the College Judicial System and are subject to the rules and guidelines established in this catalog and the SGA Handbook.

VIOLATIONS

The following offenses constitute academic integrity violations at Lenoir-Rhyne College:

A. Cheating:

(1) Individual Cheating: To practice or attempt to practice dishonesty or deception in the taking of tests or in the preparation or submission of academic work purporting to be one's own; to copy or attempt to copy from another person's test, paper, or other graded work in a course; to use any notes or other prepared materials which a student is not permitted to consult during a testing period or to bring those materials into the testing area with the intent to use.

(2) Collusion (action taken by two (2) or more persons together to cheat): To allow another to copy one's tests, papers, or other graded course work; to provide assistance to others in the preparation of graded course work without the express consent of the instructor; to aid or abet another person in an act of cheating.

B. Lying:

Committing a forgery or uttering a statement known to be false or dishonest, orally or in writing, for the purpose of, or having the effect of, protecting or improving one's grades in a course, or one's academic record, or one's academic standing; also, to make a statement known to be false or deceitful in a College Judicial proceeding or to protect another person from apprehension or punishment for a violation of academic integrity.

C. Plagiarizing:

The act of willfully copying a sentence, several sentences, or a significant part of a sentence that has been written by someone other than the person submitting the paper, and then neglecting to indicate through the use of quotation marks or blocking that the material has been copied; also, copying from another writer in such a way as to change one or two of the words in the sentence, or to rearrange the order of the wording, or to paraphrase, or to summarize information and then neglect to furnish documentation. Failure to cite sources when appropriate is a form of dishonesty.

D. Impeding an investigation:

Falsifying information, or attempting to falsify information, or intimidating participants in an academic integrity investigation or hearing.

E. Any other actions that violate student regulations: as outlined in *The Cub* or SGA Handbook or public statutes for the purpose of leading to or supporting an academic integrity violation will come under the jurisdiction of the College Judicial System.

PROCEDURES OF THE ACADEMIC INTEGRITY SYSTEM

If a faculty member concludes that a student has been involved in an academic integrity violation, the Dean of Academic Programs must be notified of the violation. If it is the first violation, the faculty member may choose to impose an appropriate penalty, including an "F" in the course and immediate dismissal from the course.

If the student has a prior violation on file with the Dean or Academic Programs, subsequent violations must be referred to the Campus Judicial System.

Either the student accused or the faculty member may request for the case to be submitted to the Campus Judicial System, whether there has been a previous offense or not.

Reports of violations to the Dean of Academic Programs must be in writing and submitted immediately upon discovery, but no later than the first day of class of the next regular semester after the alleged violation. Such reports may come from

students, faculty, or staff. The reports must include pertinent facts, state the specific offense(s), and be signed. Faculty directly involved with the case will be notified.

In cases referred to the Campus Judicial System, the Student Conduct Council will meet within six weeks of the report of an alleged violation to the Dean of Academic Programs, and not less than two weeks after written notification to the student of the charges. Proceedings should be conducted under the guidelines of Section 24 of the "Student Bill of Rights."

SANCTIONS

The following sanctions may be imposed by the College Judicial System for violations of academic integrity at Lenoir-Rhyne College:

- A. A person who accepts responsibility or is found responsible for a violation of academic integrity in which the circumstances do not merit the imposition of a grade of "F" in a course (i.e., a minor first offense) will receive the penalty of academic integrity probation.
- B. A person who accepts responsibility or is found responsible for a major first violation of academic integrity in a course will be dropped from the course with a grade of "F" and may be subject to an additional penalty including suspension or expulsion, depending on the magnitude of the offense.
- C. A person who accepts responsibility or is found responsible for a violation of academic integrity in which the circumstances do not permit the imposition of a grade of "F" in a course (i.e., a charge against a student not enrolled in a particular course) will receive a penalty that may range from academic integrity probation to suspension or expulsion, depending on the magnitude of the offense.
- D. A person who accepts responsibility or is found responsible for an additional violation of academic integrity after having been found guilty of a previous offense will be expelled, and a grade of "F" shall be entered for any courses in which a violation occurred.

DEFINITION OF SANCTIONS

- A. Academic Integrity Probation extends from the time of conviction to graduation. Any further conviction will result in expulsion.
- B. Academic Integrity Suspension is the immediate involuntary withdrawal of a student from the College for a time specified by the College Judicial System. The time must be at least one grading period during the academic year. Notation of this penalty shall be maintained on the student's permanent academic transcript.
- C. Academic Integrity Expulsion is the immediate permanent withdrawal of a student from the College. Notation of this penalty shall be maintained on the student's permanent academic transcript.

RESPONSIBILITY FOR ACADEMIC INTEGRITY

The chief responsibility for student academic integrity at Lenoir-Rhyne College rests with the students. Additionally, every faculty member assumes the responsibility for upholding and assisting in administering the honor code.

Every faculty member is responsible for proctoring, or having proctored, quizzes, tests, and examinations. Students may not proctor a quiz, test, or examination for a class of which they are a member.

Students have a responsibility to ensure the integrity of their own work. If cheating, lying, or plagiarism is observed in an academic situation, a student should inform the faculty member who will inform the Dean of Academic Programs.

The faculty member may require that the student write a pledge on all work submitted in the course. If the professor makes no such demand, students may reinforce their commitment to high standards of academic integrity by writing the word PLEDGE and signing the work, or the student may write out a pledge and sign the work. An accepted form for a written pledge is: "I have neither given nor received unauthorized assistance on this work."

PROCEDURES OF THE ACADEMIC INTEGRITY SYSTEM

I. Judicial Bodies

Outlined by the Student Government Association By-Laws.

II. Officers

- A. Student Judicial Officer shall be the presiding officer of the Student Conduct Council and shall conduct all hearings of this body.
- B. The Chair of the Judicial Review Committee shall be the President of the College or a designee.
- C. A Recording Officer for the Student Conduct Council shall be appointed by the Student Judicial Officer from among the membership of the Court and shall prepare a transcript of each hearing. The president officer of the Judicial Review Committee shall appoint a recorder for the Committee.
- D. The following shall be considered the official documents for all judicial hearings:
 1. The Incident Report shall be completed by the party initiating the judicial action and shall be submitted to the Student Judicial Officer.
 2. The Writ of Appeal shall be completed as a notice of appeal.
 3. The Recorder's Transcript of each hearing shall be filed as stated in Section III of this document.
 4. The Report of Action shall be completed and submitted to the Vice President & Dean of Students and Dean of Academic Programs at the conclusion of each judicial hearing.

III. General Procedures for Complaints Against Students

- A. Commencement of Action
 1. Any student, member of the faculty, or administrator shall have the right to present an Incident Report against a student.
 2. All Incident Reports shall be filed with the Chief Judicial Officer. Campus security will personally present a copy to the accused and explain the judicial process. A designee from the Judicial Affairs Office will be indicated as your personal contact to assist and answer any questions that you may have with the judicial process.
 3. Accused and accusers, and their witnesses will be required to swear or affirm that their testimony will be true and honest before it is presented to the Student Conduct Council (SCC.) The individual cited in the Incident Report shall have their case heard by the Student Conduct Council or the Dean of Academic Programs. If the individual cited wishes to plead responsible they may choose to meet individually with the Dean of Academic Programs to determine the sanction.

4. Within 48 hours of receipt of the Incident Report the accused must notify the Student Judicial Officer of the option desired. Failure to do so constitutes Contempt of Court.
5. If the case is to be heard by the Student Conduct Council, a notice of the time and place of the hearing shall be sent by the Student Judicial Officer to the parties involved and to the appropriate members of the Court at least four (4) days in advance.
6. If the case is to be heard by the Dean of Academic Programs, the Student Judicial Officer shall notify the Dean, who will schedule the hearing.
7. The Student Conduct Council will meet within six weeks of the report of an alleged violation to the Dean of Academic Programs, and not less than two weeks after written notification to the student of the charges.

B. Hearing Before Student Conduct Council

1. Judicial proceedings of the Court shall be closed to the College community unless an open hearing is specifically requested and agreed upon by both parties involved.
2. Accused, Accuser, and their witnesses will be required to swear or affirm that their testimony will be true and honest before it is presented to the SCC.
3. Both parties shall be given an opportunity to present evidence in the form of materials, oral testimony, papers or witnesses.
4. Members of the Council shall have the opportunity to question those persons appearing before the Council.
5. When there has been sufficient discussion of the case, members of the Council shall meet in private session to consider the case.
6. Once the proceedings have been completed and the judicial body has met for the specific purpose of making a final decision, a recess shall not be called until a decision has been reached.
7. In the Student Conduct Council, a majority decision shall be required for the determination of responsibility.
8. If an individual is found responsible, a sanction shall be assigned by a majority vote of the Council. The SCC may draw upon the listing of possible sanctions described in “**Sanctions**,” above. Every attempt shall be made to assign sanctions according to the particular circumstances of each case.
9. After the SCC has reached its decision, the participants previously recessed shall be recalled and shall be informed of the decision and the assigned sanction, if any.
10. Both parties shall retain the right to appeal to the Judicial Review Committee.
11. The absence of the Accused from a hearing shall be considered an admission of guilt.
12. Decisions of the Student Conduct Council are confidential. SCC hearing outcomes may be published in the Lenoir-Rhynean with names deleted. Details pertaining to SCC hearings are confidential.

C. Hearing Before a Dean

1. If a case is to be heard before a Dean, or a designee, Accuser and Accused shall be notified of the time of the hearing.
2. Accused, Accuser, and their witnesses will be required to swear or

affirm that their testimony will be true and honest before it is presented to the Dean.

3. A Report of Action shall be filed with the Student Judicial Officer and the office of the Dean for Academic Programs following the hearing. All parties shall be notified of the decision.
4. Both parties retain the right of appeal to the Judicial Review Committee in accordance with the procedures outlined in Section III, D.
5. A Dean retains the right to refuse to hear a case if for some reason the Dean feels it would be unwise or inappropriate.
6. Decisions of the Dean are confidential. Hearing outcomes may be published with names deleted. Details pertaining to judicial hearings are confidential.

D. Right to Appeal

1. In case of an appeal, the appeal form must be completed and filed with the Student Judicial Officer or Executive Vice President for Academic Affairs and Dean of the College within twenty four (24) hours after the action of the Student Conduct Council or Dean.
2. When an Appeal is filed, the basis or bases of the appeal must be indicated. There are four bases for appeal:
 - The evidence did not warrant the decision;
 - The decision did not warrant the sanction;
 - Proper procedures were not followed;
 - There was prejudice on the part of one or more of the hearing officers.
3. In case of an appeal, a transcript or transcription of the hearing by the Dean or Student Conduct Council shall be forwarded to the chair of the Judicial Review Committee or appellate chair.
4. The chair of the Judicial Review Committee or appellate chair shall examine the basis for the appeal and determine its validity. The chair shall decide either to uphold the decision of the Court or Dean or to convene the Judicial Review Committee to review the prior decisions.
5. The Judicial Review Committee may follow one of the four courses of action:
 - Reverse the decision of the SCC or Dean
 - Uphold the decision but reduce the sanction (if any).
 - Uphold the decision but make the sanction (if any) more severe.
 - Uphold the decision and leave the sanction (if any) unchanged.
6. A student who files an Appeal must receive a final decision within two weeks of the filing date, barring extenuating circumstances. This decision is final and not subject to any further appeals.
7. A student may withdraw an Appeal at any time prior to the beginning of a scheduled hearing.

E. Report of Action

1. A Report of Action shall not appear until the time for an appeal has elapsed. If a decision is appealed, the Report shall reflect the appropriate notation of that fact.
2. The Recording Officer shall prepare a copy of the proceedings to be kept on file by the Dean of Academic Programs. The copy should be destroyed according to College policy.
3. Copies of a Report of Action shall be given to the Accused, the Accuser, the Student Judicial Officer, the Executive Vice President of

Academic Affairs and Dean of the College, the Vice President & Dean of Students, and the Registrar. Copies to be maintained by officials shall be destroyed according to College policy.

- F. Prior to the close of the spring academic term, the Student Judicial Officer or designee shall appoint members and alternates to both the Student Conduct Council and the Judicial Review Committee for the summer academic terms. The Executive Cabinet shall approve these nominations.
- G. In unusual circumstances the Dean or a designee may take action in lieu of the Student Conduct Council in consideration of time and safety. Such action is subject to review by the Judicial Review Committee at its convenience.

JUDICIAL RIGHTS

Section 24. No college disciplinary sanction shall be imposed upon any student except in accordance with the provision of a written, officially adopted, and published "Guide to Judicial Procedures" or "Procedures of the Academic Integrity System," as appropriate. When charged with misconduct, a student shall have the right:

- A. to have a hearing;
- B. to be given notice in writing of the specific charge(s);
- C. to be given adequate time in which to prepare a defense to such a charge;
- D. to appear alone or with a parent or other immediate family member or a member of the Lenoir-Rhyne faculty or staff of the student's choice to advise or assist during the hearing. Such an advisor cannot be an attorney and may not participate in or address the hearing body;
- E. to refuse to testify or to answer any questions if such testimony or answers would tend to incriminate the student;
- F. to be confronted with the evidence against the student;
- G. to present evidence and call witnesses in one's own behalf;
- H. to be confronted by one's accuser(s);
- I. to have reasonable cross-examination of one's accuser(s) and of the witnesses appearing against one;
- J. to have a copy of the proceedings provided, if they are taken at one's own expense;
- K. to have sanctions imposed that are commensurate with the violation charged;
- L. to appeal any decision to the next highest judicial body.

ACADEMIC STANDARD REQUIREMENTS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

In compliance with the Family Educational Rights and Privacy Act of 1974, Lenoir-Rhyne College regards student records as private. Personally identifiable information and educational records will be released according to FERPA guidelines.

Unless a student requests in writing to the contrary, the College is permitted to release the following types of information without consent: Name, address and telephone number of the student, name and address of the parent(s), date and place of birth, major and degree, participation in officially recognized activities and sports, dates of attendance, honors and awards, and previous educational institutions.

GRADES

Grading in individual courses is the prerogative of the course instructor who will at the beginning of each term notify the students of the grading standards for each course.

At mid-term and at the end of each semester, grade reports containing all information deemed necessary are available for students. Mid-term grades are sent to students' campus mailboxes. Final grades are mailed to the students' home address on file in the Registrar's Office. Academic records may be withheld for failure to satisfy financial or other responsibilities on campus.

Course grades are averaged on a grade point average scale with the following values assigned to each letter grade:

A	4.0 points per semester hour
A–	3.7 points per semester hour
B+	3.3 points per semester hour
B	3.0 points per semester hour
B–	2.7 points per semester hour
C+	2.3 points per semester hour
C	2.0 points per semester hour
C–	1.7 points per semester hour
D+	1.3 points per semester hour
D	1.0 points per semester hour
D–	0.7 points per semester hour
F	0.0 points per semester hour
W	Withdrawal from course
W/P	Withdrawal Passing from the College
W/F	Withdrawal Failing from the College

To compute a grade point average, a student must multiply the credits for the course by point values for each grade received, total and divide that total by the number of hours (graded courses) taken. An average of 4.00 would indicate the student received all A's, 3.00 a B average, 2.00 a C average, 1.00 a D average and below .70 is failing work.

INCOMPLETE GRADES

Students may be given an incomplete grade "I" if, because of sickness or other extreme necessity, some specific portion of their work remains unfinished, provided they are passing the course.

Students receiving a grade of "I" in a fall semester course must make up the deficiency before the following March 15; for an "I" received in a spring semester or Summer Session course, students must make up the deficiency before the following October 15. After these dates, the grade automatically changes to "F". The Admissions and Academic Standing Committee may require that a student remove an incomplete grade during the summer in order to remain in school. If the student receiving the grade of "I" is not in school the following semester, the grade will become an "F" after one additional semester. Instructors are not expected to allow students to make up work if the student has been out of school more than one year. The Admissions and Academic Standing Committee's decisions are based on the academic record at the end of each semester. Incomplete grades are viewed as credits not officially earned, and any academic action stands for the following semester, even if the incomplete grades are completed.

COURSE REPEATS

Students may repeat a course in which they received a grade of “D” or “F”. Special permission must be secured from the Dean of Academic Programs to repeat a course in which a grade of “C” or better has been earned. All grades received are recorded on the permanent record, but only the grade received on the last attempt will be used in computing the grade point average. Students may repeat a maximum of 18 credits for grade substitution. If a course is repeated more than once, all repeated attempts would count toward the 18 credits allowed. For students who repeat more than 18 credits, only the first eighteen credits will be considered for grade substitution.

SATISFACTORY ACADEMIC PROGRESS

In order to demonstrate satisfactory academic progress students must meet the following criteria:

- Full-time students must pass at least nine (9) credits each regular semester.
- Full-time students must meet minimum standards for credits earned and GPA as reflected in the chart below.
- Full-time students must not fall below a semester GPA of 2.0 after the fourth semester.
- Part-time students taking more than one course each regular semester must pass one-half of the credits attempted.

Semester	1	2	3	4	5	6	7	8	9	10	11	12
Credits	12	24	36	48	60	72	84	96	108	120	128	128
Earned GPA	1.8	1.8	1.9	1.9	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

Students not meeting standards for Satisfactory Academic Progress are subject to Academic Probation or Academic Suspension.

RESPONSIBILITY FOR SATISFACTORY ACADEMIC PROGRESS

The main responsibility for satisfactory academic progress rests with the students. Additionally, the Admissions and Academic Standing Committee enforces criteria for satisfactory academic progress. Faculty will administer grades at the mid-point and end of each academic semester for each student enrolled in a particular course. However, it is the responsibility of the student to ascertain their current academic standing in any class in which they are enrolled.

Student Academic records and progress will not be discussed with any other person outside of Faculty and Staff of Lenoir-Rhyne College, including parents, unless a Student Disclosure waiver is on file in the Registrar’s Office (see Student Disclosure Waiver below).

In addition to College requirements for satisfactory academic progress, some academic programs have additional academic requirements that students must meet in order to continue in these programs. These additional requirements supercede College requirements for continuation in these particular programs. Students not meeting these additional academic requirements may be removed from these particular programs. However, removal from a program does not necessarily mean removal from the College. As long as the College standards for satisfactory academic progress are met, a student may remain enrolled at Lenoir-Rhyne College.

Part-time students are subject to the same cumulative GPA criteria as full-time students in determining Satisfactory Academic Progress and should follow all listed requirements and definitions regarding procedures for Academic Probation and Suspension. However, part-time students are not subject to cumulative hours-earned criteria as reflected in the Satisfactory Academic Progress chart.

ACADEMIC PROBATION AND SUSPENSION

Any student who fails to meet minimum standards for cumulative GPA, cumulative credits passed, or semester credits passed, is subject to Academic Probation or Academic Suspension.

Lenoir-Rhyne College requires students to have a cumulative grade point average of 2.0 in order to graduate. Lenoir-Rhyne has also established minimum criteria for satisfactory progress based on a student's class rank and number of hours earned. The criteria can be found in the table above. Any student whose earned credits and cumulative average fail to meet the required criteria may be placed on Academic Probation or Suspension. Full-time students who pass less than nine credits in any semester are subject to Academic Suspension. Part-time students who take more than one course in a semester, and who pass less than one-half of the semester hours attempted, are subject to Academic Suspension.

ACADEMIC PROBATION

Full-time students who are not in compliance with Satisfactory Academic Progress standards listed above are subject to Academic Probation. Students placed on Academic Probation are expected to comply with all terms of Academic Probation. Students placed on Academic Probation will be monitored by the Director of Student Success and Retention and should work closely with this office as well as their Faculty advisor to ensure that they comply with all terms of their probation.

Students on Probation who fail to meet criteria for Satisfactory Academic Progress are subject to one additional semester of Academic Probation or Academic Suspension. Determination of continued Academic Probation or Academic Suspension is the responsibility of the Faculty Committee for Admissions and Academic Standing.

Students placed on Academic Probation may not appeal the decision.

ACADEMIC SUSPENSION

Full-time students who have been on Academic Probation for one semester and who fail to meet criteria for Satisfactory Academic Progress and/or the terms of their Academic Probation are subject to Academic Suspension. Academic Suspension requires that the student placed on Academic Suspension must not be enrolled as a student at Lenoir-Rhyne College for one full Academic semester.

Students placed on Academic Suspension may be subject to loss or reduction of Financial Aid (see Satisfactory Academic Progress and Financial Aid).

A full-time student facing Academic Suspension at the conclusion of the spring semester may be allowed to enroll in summer school at Lenoir-Rhyne College only if it is mathematically possible to meet the Criteria for Satisfactory Academic Progress to continue. If so, the student will be allowed to enroll in up to nine credits of summer school. If that student meets the Criteria for Satisfactory Academic Progress by the conclusion of the second summer session, the student will be permitted to register for the fall semester. If the Criteria for Satisfactory Academic Progress are not met or

if the student chooses not to attend summer school at Lenoir-Rhyne College, the student will be subject to the punitive effects of Academic Suspension. Any summer credits that the student enrolls in must be approved.

A student who wishes to continue study at Lenoir-Rhyne College after a one-semester period of Academic Suspension must notify the Registrar's Office. Continuation of study is allowed only if all conditions of suspension have been met as determined by the Admissions and Academic Standards Committee. A student who wishes to continue study at Lenoir-Rhyne College after a two-semester period of Academic Suspension must apply for re-admission to Lenoir-Rhyne College through the Admissions Office.

Students continuing study after Academic Suspension will continue on Academic Probation, subject to all of the terms of Academic Probation.

EXPULSION

Full-time students who have been on Academic Suspension and are subsequently permitted to continue study but continue to perform below the criteria for Satisfactory Academic Progress may be expelled. The Admissions and Academic Standing Committee may expel a student when it becomes mathematically impossible to meet the Criteria for Satisfactory Academic Progress to graduate from Lenoir-Rhyne College and all repeat hours (18 total) are exhausted.

APPEAL OF ADMISSIONS AND ACADEMIC STANDING COMMITTEE ACTION

The institution recognizes that exceptional circumstances occasionally require consideration. The Admissions and Academic Standing Committee reserves the right to place any student on Academic Probation, Academic Suspension, or Expulsion at the conclusion of any semester. The Admissions and Academic Standing Committee further reserves the right to consider exceptional circumstances in decisions concerning removal of Academic Suspension status. In addition, students must appeal any loss or reduction of Financial Aid due to their Academic status separately from their appeal of Academic Suspension.

Detailed paperwork concerning the Appeals process will be mailed directly to the student at their permanent address of record.

Students placed on Academic Probation may not appeal the decision.

The deadline for submitting appeals of Academic Suspension is after the due date for faculty to turn in final grades. The specific date will be mailed to any student placed on Academic Suspension at their permanent address of record. Any appeal received after the deadline date will not be reviewed by the committee. The decision following the appeal process is final.

Detailed paperwork concerning the appeals process for any student placed on Academic Suspension will be sent to the student at their permanent address of record, on file in the Registrar's Office, following the decision of the committee to place the student on Academic Suspension. Students should read all available materials carefully before calling. Those who call prior to those dates should leave a detailed message containing your name, student identification number and phone number.

Before any campus representative may talk to a student's parent or guardian, the Student Disclosure waiver must be signed by the student and be on file in the Registrar's Office. The student must sign and date the waiver and send a copy, either

by fax (828/328-7368) or mail (Office of the Registrar, Lenoir-Rhyne College, Box 7291, Hickory, NC, 28603) before the deadline for the receipt of appeals.

Copies of the Student Disclosure waiver are available in the Registrar's Office.

Students must complete the appeals process related to suspension as outlined in the requirements mailed to their permanent address of record. Incomplete responses will not be considered. Deadlines given must be followed.

Students should keep a copy of all responses regarding the appeal that they submit.

Appeals of Academic Suspension must be submitted either:

By fax: 828/328-7368
Attention: Registrar

By mail: Registrar
Box 7291
Lenoir-Rhyne College
Hickory, NC 28603

NOTIFICATION OF COMMITTEE DECISION REGARDING APPEAL OF ACADEMIC SUSPENSION

Students who appeal their Academic Suspension will be notified by phone and by mail of the Admissions and Academic Standing Committee's decision regarding their appeal. Calls will be made on the afternoon following the committee's meeting regarding appeals of academic suspensions. Students must be available to receive the call. If not, students should designate someone to receive the call by listing the designated person in the Contact Information box located on the Form to Appeal Academic Suspensions. The results of the committee will not be disclosed with anyone other than the student or their designated parent or guardian.

RESULTS OF APPEALING ACADEMIC SUSPENSION

The Admissions and Academic Standing Committee may either uphold the original suspension or rescind the suspension.

If the original suspension is rescinded, the student may continue as a student at Lenoir-Rhyne on Academic Probation during the following academic semester subject to all terms of Academic Probation (see Academic Probation). Students who have their Academic Suspension rescinded must also register for classes. They will not be allowed to register until they meet with a representative of the Office of Student Success and Retention to review the terms of Academic Probation.

If the suspension is upheld, the student must sit out the following academic semester at Lenoir-Rhyne College. A full-time student facing Academic Suspension at the conclusion of the spring semester may be allowed to enroll in summer school at Lenoir-Rhyne College only if it is mathematically possible to attain the necessary GPA to continue. If so, the student will be allowed to enroll in up to nine credits in summer school. If that student attains the needed GPA by the conclusion of the second session, the student will be permitted to register for fall semester in the Registrar's Office. If the necessary GPA is not reached or if the student chooses not to attend summer school at Lenoir-Rhyne College, the student may not attend fall semester. Summer school credits must be pre-approved by the Registrar.

APPLICATION FOR READMISSION FOLLOWING SUSPENSION OR RESCINDING OF ORIGINAL SUSPENSION

Application for readmission following suspension should be made through the Office of Admissions. Readmission determinations are the responsibility of the Admissions and Academic Standing Committee. Students placed on Permanent Academic Suspension may not apply for re-admission.

While on suspension, a student may enroll in up to eight hours per semester at another institution. These courses must be approved in writing by the college Registrar prior to enrollment. Transcripts for work taken during the period of suspension must be attached to Applications for Readmission. Approval of transfer work does not insure readmission to the College.

Students will be notified whether their applications for readmission have been approved or rejected. If the application for readmission is approved, the student may enroll in classes at Lenoir-Rhyne College on Academic Probation (see Academic Probation above). If the application for readmission is denied, students will not be allowed to enroll in courses for the following fall at Lenoir-Rhyne College.

At the conclusion of any period of Academic Suspension, students must apply for readmission to Lenoir-Rhyne through the Lenoir-Rhyne College Admissions Office.

SATISFACTORY ACADEMIC PROGRESS AND FINANCIAL AID

Students placed on Academic Probation or Academic Suspension or who otherwise fail to meet the Criteria for Satisfactory Academic Progress and Financial Aid may be subject to a loss or reduction of Financial Aid.

Lenoir-Rhyne must follow Federal Guidelines when awarding financial aid. Full-time students who fail to meet the guidelines listed on the Satisfactory Academic Progress chart will be ineligible to receive Federal financial aid and will be subject to a 20% reduction in institutional (Lenoir-Rhyne College) aid. Loss of eligibility for both Federal and Institutional aid will continue until the Criteria for Satisfactory Academic Progress and Financial Aid are met.

A student who loses Federal or Institutional financial aid may appeal to the Admissions and Academic Standing Committee. The student will receive a written response concerning the committee's decision regarding the appeal within seven days following the committee meeting concerning the appeal.

Appeals for the loss of Federal and/or Institutional financial aid must be appealed separately from any appeal of Academic Suspension.

The deadline for appeals will be sent directly to any student who loses Federal or Institutional financial aid at their permanent address of record along with a detailed description of the appeals process and all necessary documentation.

Any appeal received after the deadline will not be considered by the committee.

The Director of Financial Aid will be available to answer any questions regarding the appeals process. Students should read all received material carefully.

Student information will not be discussed with a parent or guardian unless a Student Disclosure waiver for the student is on file in the Financial Aid Office (see Student Disclosure Waiver).

Any student appealing the loss of Federal or Institutional financial aid should do the following:

Submit a typewritten, double-spaced letter detailing the nature of appeal and any extenuating circumstances that may have hindered the meeting of the Criteria for

Satisfactory Academic Progress and Financial Aid. Extenuating circumstances must be documented. This documentation should be attached to the appeal letter. Handwritten responses will not be considered or accepted.

The letter should contain the student's name, Lenoir-Rhyne Identification Number, Social Security Number and phone number on the upper right-hand corner of each typed page.

Students should keep a copy of all submitted paperwork.

Appeals of Loss of Federal and Institutional Financial Aid must be submitted either:

By fax: 828-328-7039
Attention: Director of Financial Aid

By mail: Director of Financial Aid
Lenoir-Rhyne College
PO Box 7419
Hickory, NC 28603

The student will be notified of the committee's decision by mail at the student's permanent address of record.

A full-time student facing loss of Federal or Institutional financial aid at the conclusion of the spring semester may be allowed to enroll in summer school at Lenoir-Rhyne College only if it is mathematically possible to successfully meet the Criteria for Satisfactory Academic Progress and Financial Aid. If so, the student will be allowed to enroll in up to nine credits in summer school at Lenoir-Rhyne College. Courses taken at other institutions will not be factored in when considering GPA, although they will increase the number of credit hours.

ADVISOR

Each student at Lenoir-Rhyne College is assigned an academic faculty advisor from the school of the student's major. Students who have not yet declared a major will be assigned to an advisor from a special group of faculty. Students are encouraged to seek the counsel of their advisors concerning matters related to their academic program each semester as a part of the registration process. Academic advisors may evaluate students' situations and, if necessary, refer students to other campus counseling personnel or other resources for specific advice and information.

CLASS ATTENDANCE

Students are expected to attend classes and laboratories as specified by the instructor, who will state his or her attendance policy in writing at the beginning of the semester. No allowed number of absences is automatically granted to a student. Ordinarily, a student will not receive credit if 25% of the scheduled class meetings are missed.

Absences can only be excused by the professor of the course. Students absent from classes while representing the College, such as athletic teams or musical groups, are expected to be given the opportunity to complete missed work. Students who know in advance of certain absences should clear those absences and complete any work which will be missed prior to the absence.

The instructor may warn a student who has more absences than seem reasonable. Additional absences by the student may result in a request by the Dean

of Academic Programs to exclude the student from the class. Unexcused absences may result in the reduction of the student's grade. Each faculty member has the prerogative of determining whether or not a student may miss the last class meeting before a holiday or the first meeting after a holiday and may effect a reduction in grade or assign additional work to the student who misses those classes.

The student who is absent from an announced quiz or examination, unless excused for cause (participation in recognized college activities, illness, or emergencies), may not be permitted to make up the quiz or examination.

WAITING FOR THE INSTRUCTOR: Students are expected to wait for the instructor for at least ten minutes.

CLASSIFICATION

The freshman becomes a sophomore upon successful completion of two semesters and at least 28 semester hours of credit. The junior has completed four semesters and earned at least 60 semester hours; the senior has completed six semesters and earned at least 92 semester hours.

CONVOCATION ATTENDANCE

All students enrolled full-time in the day program are required to meet the College's convocation requirement for graduation. In total, a student must register attendance at six convocations during an academic year. Students are required to attend the opening convocation and the final honors convocation and at least four additional convocations from a variety of lectures, fine arts productions and other events. These four convocations must be satisfied by attending one convocation from each of the following categories: Literature/Fine Arts/Culture, Human Systems, Mathematics and Sciences, or Education/Business/Allied Health.

If a student misses either of the required opening or final honors convocations, 1 credit hour will be added to the student's requirements for graduation for each of these convocations missed. Should a student miss any of the other four choice convocations, another credit hour is added to the graduation requirements. This policy applies every year the student is enrolled. Absences from either of the required convocations (opening and final honors) due to illness or other extenuating circumstances must be verified in the office of the Dean of Academic Programs.

Convocation dates (required and by choice) are provided to students at the beginning of each semester. Students are strongly encouraged to attend and participate in other campus-wide forums and chapel experiences.

COURSE LOAD

Students must carry at least 12 hours each semester to be considered full-time students. An average of 16 hours per semester is needed to graduate within the normal period. Students enrolling in more than 16 hours as a Freshmen or more than 18 hours as a Sophomore, Junior or Senior. must obtain approval from the Registrar. Forms for requesting overloads are available from the Registrar's Office. Students must pay an additional fee (the current per-credit-hour rate for part-time students) for each credit hour taken beyond twenty-one hours. No student with a GPA below 2.5 will be allowed to take overload hours.

DEAN'S & PRESIDENT'S LIST

DEAN'S LIST

In recognition of high academic achievement, a Dean's List is announced each semester. The Dean's List is composed of students with a grade point average of 3.50 to 3.89, provided no grade is below a "C" and the student carried at least 12 hours of letter-graded courses. Students with incomplete grade(s) at the end of the semester are not eligible for the Dean's List.

PRESIDENT'S LIST

In recognition of highest academic achievement, the President's List is announced each semester. The President's List is composed of students with a grade point average of 3.90 or better, provided no grade is below a "C" and provided the student carried at least 12 hours of letter-graded courses. Students with incomplete grade(s) at the end of the semester are not eligible for the President's List.

GRADUATION

To graduate from Lenoir-Rhyne College, students must complete a minimum of 128 credits with the last 32 earned at Lenoir-Rhyne College. Students transferring from two year institutions must complete a minimum of 64 credits including at least one-half of the major requirements at Lenoir-Rhyne College. Students transferring from a four-year institution must complete a minimum of 12 credits in the major and the last 32 credits at Lenoir-Rhyne College.

All students must earn a major and cumulative grade point average of 2.00 and complete all core and major course requirements. The major grade point average includes courses taken in the major field (except those specifically excluded from counting towards the major) and all courses required for the major even though the courses may be in another field.

All students must demonstrate competencies in basic reading, writing, math, and oral communications skills before the end of their junior year. One requirement is successful evidence of ENG 131 writing competency standards. Students who do not demonstrate such competence must take ENG 155 until competence is demonstrated. Also students must take a comprehensive assessment examination in their major field of study. This examination will be taken in students' final semester and will be administered by the programs.

APPLICATION FOR DEGREE FORM

During the junior year, the student should complete an application for degree form in the Registrar's Office or on-line. This form requests information needed to conduct the degree audit and print the diploma. Failure to complete this form could mean a delay in receiving the diploma and omission from graduation exercises.

GRADUATION ATTENDANCE

Degrees will not be granted in absentia except by special authorization of the Executive Vice President and Dean of the College on behalf of the faculty. Students seeking such authorization must petition the Executive Vice President and Dean of the College in writing well in advance of the graduation date.

GRADUATION HONORS

The graduating senior who earns the highest grade point average receives First Honors; the senior who earns the next highest grade point average receives Second Honors. In each case, the grade point average cannot be lower than 3.40.

A senior with a grade point average from 3.40 to 3.59 will graduate cum laude; with a grade-point average from 3.60 to 3.89 will graduate magna cum laude; with a grade point average of 3.90 or more, summa cum laude.

To qualify for graduation with honors, a student must earn a minimum of sixty-four (64) semester hours in graded courses at Lenoir-Rhyne College.

MAJOR FIELD REQUIREMENTS

Each degree candidate selects a major field of study and completes a minimum of thirty credits in the major with a minimum grade point average of 2.0. Students must declare a major by or during the spring semester of their sophomore year. The specific courses required within each major are listed on the following pages with descriptions of the majors and the courses. Upon approval of the student's advisor and respective School Chair, course substitutions may be made for major course requirements.

MINOR REQUIREMENTS

Students may select an academic minor(s) in areas other than the major field. Successful completion of at least 18 credits with a minimum of 2.0 grade point average is required. Transfer students must complete at least six credits in their minor at Lenoir-Rhyne College.

SECOND L-R BACCALAUREATE DEGREE

A student with a bachelor's degree from Lenoir-Rhyne College may receive a second baccalaureate degree provided it is in a different major. The student must meet major requirements as outlined in the catalog in effect at the time of readmission for the second degree. In addition, a minimum of thirty-two (32) semester hours, beyond the completion for the first degree and major, must be completed in residence at Lenoir-Rhyne College. Upon recommendation of the advisor and approval of the Dean of Academic Programs, courses taken during the first degree and not used to satisfy requirements of that degree may be used for the second baccalaureate degree.

INSTITUTIONAL CREDIT

Institutional credit is awarded for MAT 090 and MUS 090, but does not count toward hours earned or the 128 credits required for graduation. Institutional credit is counted toward academic progress, financial aid, grade point average, and NCAA requirements.

REGISTRATION OF COURSES

ADDING, DROPPING, WITHDRAWING

Students may change their course schedule during the first five calendar days of each term with advisor approval. A course that is dropped during this period will not be listed on the transcript. Students in courses that meet only once per week may change their schedules at any time during the first two weeks of the term. Courses may not be added after the first week of the term without instructor approval.

Students may withdraw from courses during the first half of a term or semester with the approval of the advisor and instructor. Withdrawing from courses after the first week of classes and prior to mid-term will result in a listing of the course on the transcript with a grade of 'W'.

A student may not withdraw from any classes after mid-term except under extenuating circumstances. Withdrawing from courses at this time requires approval of the student's advisor and the Dean of Academic Programs (or appropriate designee). The instructor of each course will assign a grade of 'WF' or 'WP' according to the student's performance to date. A grade of 'WP' can be assigned

only when the student has earned a passing grade ('D' or better) on the work assigned up to the time when the withdraw process was initiated or until the extenuating circumstances forced the withdraw to occur. The grades of 'WP' or 'WF' will be noted on the student's transcript. A grade of 'WF' will count the same as an 'F' in calculating the student's GPA. Under no circumstances may a student withdraw from a course after the last day of classes without the permission of the Dean of Academic Programs.

Withdrawal from the College involves dropping all courses and the above policies apply to each of the individual courses.

It is the responsibility of the student to ensure that the appropriate paperwork is completed and filed when dropping or withdrawing from a course or withdrawing from the College. Forms may be obtained from the Registrar's Office. Failure to complete the entire drop or withdrawal process can result in the student receiving an 'F' in the course(s) and the student being responsible for full tuition and fees.

AUDITING COURSES

Auditing courses will be permitted only on the presentation of a written request stating the reason for the request; this must be signed by the Registrar and approved by the instructor. The student will not be given a grade or receive credit for the course. Certain courses involving active student participation (e.g., laboratory courses, physical education activity courses, internships, independent studies) may not be audited.

The student must follow the regular requirements for registration and class attendance. The hours of the audited course will be counted and are subject to the overload rule. Only upperclassmen with a grade point average of 3.00 or better may audit for an overload.

DIRECTED STUDY

Juniors, seniors, and graduate students may take regular Lenoir-Rhyne College courses on an individual basis, but only in instances of extenuating circumstances. Approval of the professor, school chair, and Dean of Academic Programs is required. Junior and senior students with a cumulative grade point average of 2.0 and graduate students who have a cumulative grade point average of 3.0 may register for a maximum of one directed study per term and only when it is impossible for them to take the course at the time it is normally offered. Core courses, introductory courses, activity courses, and courses offered every semester may not be taken as a directed study. Registration for directed study courses must be completed by the end of the normal drop/add period. School of Life Long Learning students may not register for a directed study course that is not part of their major.

DUAL ENROLLMENT

Students enrolled at Lenoir-Rhyne College may not take courses at another institution during the fall or spring semesters. Exceptions to this policy must be approved by the Registrar's Office prior to the beginning of the term.

INDEPENDENT STUDY

Juniors, seniors, and graduate students may take (under the guidance of a faculty member) courses designed to explore an area of interest which is not normally

taught in the Lenoir-Rhyne College curriculum. In order to register for an independent study course, students must have completed at least two courses in the discipline or disciplines represented in the study. In addition, a cumulative GPA of 2.5 for undergraduate and 3.0 for graduate students is required.

SATISFACTORY-UNSATISFACTORY COURSES

Juniors and Seniors are permitted to register for a maximum of one course in each semester on a Satisfactory/Unsatisfactory (S/U) basis, with the proviso that such courses may not satisfy requirements in a student's major or minor, and that no course required in the core curriculum or designated "Honors" can be taken on a Satisfactory/Unsatisfactory basis. Courses graded as Satisfactory/Unsatisfactory may count towards elective credit for graduation. The designation "Satisfactory" is awarded only for work equivalent to a grade of "C" or better. No more than 12 semester hours total may be taken on an S/U basis. The Registrar shall be notified at the time of registration which courses, if any, are being taken on a Satisfactory/Unsatisfactory basis. Students who change majors and who find they have already completed courses on an S/U basis which are required in the new major may (1) have the Satisfactory grade converted to a grade of "C", (2) retake the course for a grade, or (3) at the direction of the program, complete a substitute course.

SUMMER SCHOOL APPROVAL

Students considering summer school enrollment at other institutions must request prior approval from the Registrar to ensure transferability. Approval forms are available in the Registrar's Office and on-line. Students who wish to use financial aid must speak with the Director of Financial Aid prior to enrollment.

Credit hours for satisfactory completion (grade of "C" or better) of courses taken at other institutions will count toward graduation requirements, however the credits will not count towards the L-RC cumulative grade point average.

TESTING OUT OF COURSES

CREDIT BY EXAMINATION

Lenoir-Rhyne College recognizes that some entering students may have had:

- (a) Classroom course experiences above the secondary level (at a technical institute, armed forces school, etc.) which are equivalent to Lenoir-Rhyne College courses, but for which transfer credit is not feasible, and/or
- (b) Secondary school experiences which indicate they possess knowledge and skills equivalent to Lenoir-Rhyne College courses, and/or
- (c) Personal learning experiences in areas related to Lenoir-Rhyne College courses.

For these reasons, Lenoir-Rhyne College makes available an opportunity for students to obtain credit for certain courses in its curricular offerings through credit by examination.

Certain courses do not lend themselves to credit by examination and, therefore, academic programs, in consultation with the Academic Program Committee, will determine those courses for which the credit by examination option is not available. Generally, credit for internship, directed study, research, field experience, and honors courses is not possible by credit by examination. Also, no physical education activity

courses are available for credit by examination. A current, complete list of Lenoir-Rhyne College courses excluded from the credit by examination option will be available in the offices of the Registrar and the Dean of Academic Programs. This list will be updated periodically.

Students must file an application for credit-by-exam (available on-line), pay the \$200 fee, and permission must be obtained in advance from the School Chair and the Dean of Academic Programs. A minimum thirty day waiting period will exist between the date of application and the administration of the examination. Results from the examination will be reported to the Dean of Academic Programs and then to the Registrar. Applications must be made no later than mid-term of any semester, and no applications will be accepted later than the withdrawal date of the student's next to last semester. Credit-by-exam in 100-level courses must be completed by the end of the sophomore year or by the end of the first year for transfers. Additionally, the following rules apply:

- No more than 16 hours may be taken in a student's degree program as credit-by-exam,
- No more than 8 hours in the major may be taken as credit-by-exam,
- No more than 8 hours in any one semester may be taken as credit-by-exam.

Students who demonstrate competencies at a level consistent with that necessary to earn a grade equivalent at least to a "C" in the course(s) shall receive academic credit, but no grade for the course. Credit by exam is evaluated only on a satisfactory/ unsatisfactory basis. No letter grades will be assigned to credit obtained in this manner and, thus, the grade point average will not be affected. A failed exam may not be repeated within the same semester. A student who fails a credit by examination for a specific course may later enroll in that course with no penalty.

Appeals of any credit by examination policies will be heard by the Academic Program Committee.

The existing rules requiring transfer students to complete twelve (12) semester hours in their major and earn the last 32 hours of their course work at Lenoir-Rhyne College will remain in effect.

ADVANCED PLACEMENT

Lenoir-Rhyne College participates fully in the Advanced Placement Program, awarding placement credit for examination scores of 3, 4, or 5. The College will consider a placement score of 2 for possible course exemption only after a program review of the student's test booklet. The letter grade of satisfactory will be assigned to accepted advanced placement scores.

The Advanced Placement Program is administered by the Office of the Dean of Academic Programs, the Registrar's Office, and the schools concerned.

Scores of 3 or better on the following Advanced Placement Examinations will be accepted and credit awarded for the specific Lenoir-Rhyne College courses as shown below. Scores must be mailed from the College Board to be acceptable.

AP EXAMINATION

Art (History of Art)
Biology
 (with score of 3)
 (with score of 4 or 5)

Chemistry
 (with score of 5)
 (with score of 3, 4)
English
 (Language/Composition)
 (Literature/Composition)
French (Language)
 (with score of 3)
 (with score of 4, 5)

German (Language)
 (with score of 3)
 (with score of 4, 5)

History (U. S. History)
History (European History)
Latin (Catullus-Horace)
Latin (Vergil)
Math (Calculus AB)
Math (Calculus BC)
Music (Music Listening & Lit)
Physics (B)
Spanish (Language)
 (with score of 3)
 (with score of 4, 5)

Statistics

LENOIR-RHYNE COURSE & CREDIT

ART 341—3 credits.

BIO 110—3 credits.
BIO 105—4 credits
 (with departmental approval)

CHE 103/103L/104/104L—8 credits.
CHE 103/103L—4 credits.

ENG 131—4 credits.
ENG 384—4 credits.

FRE 110/111—6 credits.
FRE 110/111 and 210—9 credits.
 (with departmental approval)

GER 110/111—6 credits.
GER 110/111 and 210—9 credits.
 (with departmental approval)
HIS 121—3 credits.
HIS 102 or HIS 230—3 credits.
LAT 101/102/201/202—12 credits.
LAT 101/102/201/202/311—15 credits.
MAT 165—4 credits.
MAT 165/166—8 credits.
MUS 107—2 credits.
PHY 115 or PHY 121—4 credits.

SPA 110/111—6 credits.
SPA 110/111 and 210—9 credits.
 (with departmental approval)
MAT 115—3 credits.

COLLEGE LEVEL EXAMINATION PROGRAM

Lenoir-Rhyne College accepts the standardized tests offered through the College Entrance Examinations Board's College Level Examination Program (CLEP). Periodic review of available CLEP exams will be made by the faculty. CLEP exams are no longer offered on campus at L-RC, but students may contact the College Board to find the nearest exam site.

The College Level Examination Program is administered by the Registrar's Office, the Office of the Dean of Academic Programs, and the schools concerned.

Generally scores of 50 or above are accepted for credit. The letter grade of satisfactory will be assigned to accept CLEP. Scores must be mailed from the College Board to be acceptable.

CLEP EXAMINATION

Principles of Accounting
Information Systems & Computer
 Applications
French Language Level I

LENOIR-RHYNE COURSE & CREDIT

ACC 231—3 credits.

CSC 175—4 credits.
FRE 110 & 111—6 credits.

French Language Leve II (with a score of 62)	FRE 110, 111, 210, 221—12 credits
German Language Level I	GER 110 & 111—6 credits.
German Language Level II (with a score of 63)	GER 110, 111, 221, 230—12 credits.
Western Civilization I	HIS 101—3 credits.
Western Civilization II	HIS 102—3 credits.
History of the United States: Early Colonization to 1876	HIS 121—3 credits.
History of the United States: 1877 to the Present	HIS 122—3 credits.
College Algebra	MAT 090—4 credits. (Will not count as credits toward graduation.)
College Algebra-Trig.	MAT 129—4 credits.
Calculus	MAT 165—4 credits.
Introductory Psychology	PSY 100—3 credits.
Spanish Language Level I	SPA 110 & 111—6 credits.
Spanish Language Level II	SPA 110, 111, 210, 221—12 credits.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate (IB) Diploma Program is a rigorous pre-university course of study that meets the needs of the highly motivated and academically gifted secondary school student. The program allows its graduates to fulfill requirements for the various international systems of education.

Lenoir-Rhyne College recognizes the value of the International Baccalaureate Diploma Program and the significant achievement of those students who complete the program. The IB Program is administered by the Office of the Dean of Academic Programs, the Registrar's Office, and the Schools concerned. The College awards credit for IB work according to the following policy:

1. Lenoir-Rhyne College will award academic credit for satisfactory IB work for students who have been awarded the IB diploma and for those who have achieved a certificate for successful completion of IB subjects.
2. Academic credit will be awarded for grades of 4 or higher on Higher Level (HL) subjects and for grades of 5 or higher on Subsidiary Level (SL) subjects.
3. A maximum of six credits of Lenoir-Rhyne College course work will be awarded for Higher Level subjects in which grades of 4 or higher are achieved.
4. A maximum of three credits of Lenoir-Rhyne College course work will be awarded in Subsidiary Level subjects in which grades of 5 are achieved. A maximum of six credits will be awarded in SL courses in which a grade of 6 or 7 is achieved.
5. Additional credit may be awarded to students in the area of their extended essay if the student has written a successful essay and has received a notation of 0+, 1+ or 2+. No credit is possible for a student who receives a notation of 1-. Determination of appropriate specific credit is made by the Dean of Academic Programs in consultation with the chairperson of the department in the area of the extended essay.
6. A maximum of 30 credits of specific course work (as determined by the Dean of Academic Programs in consultation with appropriate School Chair) will be awarded to the student who has qualified for and has been awarded the IB

Diploma. Students who failed to achieve the IB Diploma but who have achieved certification in certain IB subjects will have the opportunity to receive academic credit for the subject as determined by the Dean of Academic Programs and the appropriate School Chair.

EXPERIENTIAL EDUCATION

Many important student learning outcomes desired by Lenoir-Rhyne College are acquired in non-classroom settings. Broadly conceived, experiential education encompasses a wide range of curricular and co-curricular activities which assist students in their personal growth and development, provide opportunities for career exploration, or develop work-related competencies.

Lenoir-Rhyne College recognizes the following basic types of experiential learning opportunities:

Professional: Students serve in assigned responsibilities under the supervision of a professional while receiving appropriate instruction putting theory into practice, developing job-related skills, and synthesizing knowledge, skills, and values. Such areas include, but are not limited to, the fields of education, nursing, psychology, social work, and Christian education.

Career Exploration: Students work in a supervised placement to perform a useful service, to analyze the career possibilities inherent in such tasks, and to develop employment-related skills. The educational institution provides the means for structured reflection, analysis, and self-evaluation; the agency provides an evaluation of the students' work and career potential.

Service/Personal Learning: Students undertake a program in an on or off-campus setting that is designed to further their personal growth and development. Such experiences include, but are not limited to, field research, outdoor or wilderness education, travel/study, and other areas.

GUIDELINES:

1. The experiential learning activity must be associated with an academic program in a clearly defined and identifiable way and must have the advanced approval of the related academic department.
2. Learning activities must be carefully planned and supervised. Supervision will be provided by a faculty member(s) with competence in the area of the learning activity and/or, when appropriate, by a program-approved, field-based supervisor.
3. The expected goals of the experiential learning opportunity must be clearly stated.
4. Student performance must be carefully evaluated by faculty and other supervisors, and assigned grades shall be noted on official transcripts. Unless they are used to fulfill major requirements, such courses will normally be graded on a Satisfactory/Unsatisfactory basis.
5. No more than 12 credit hours in experiential learning may be counted toward the 128 credit hours graduation requirement, except in the case of major programs (e.g., student teaching, nursing) which require more than 12 hours in experiential education.
6. Proposed additions of experiential learning courses to the curriculum must follow the regular process of endorsement by the appropriate academic School, Academic Program Committee, and Faculty Assembly. Within the general

- rubrics of an approved course, specific learning opportunities may vary; therefore, records of such individual student experiences will be kept on file by the supervising faculty member.
7. No more than one credit hour will be awarded for each 35 hours of approved experiential learning.
 8. Credits may not be awarded for experiential learning opportunities that do not have prior institutional evaluation and approval.
 9. In the event that a student desires academic credit for a type of experiential learning not related to currently approved experiential learning courses, he/she may undertake the following:
 - a. solicit the cooperation and support of a faculty sponsor. Sponsorship reflects a belief in the legitimacy of the proposal and a willingness to supervise and evaluate the experience individually or in cooperation with other sponsors (e.g., campus or non-campus professionals).
 - b. acquire necessary forms from the Dean of Academic Programs office and outline the goals to be achieved, procedures to be used, extent of activity to be pursued, and method of evaluation to be followed.
 - c. submit the forms to the Dean of Academic Programs office for transmission to the Academic Program Committee and for its approval at least four (4) weeks prior to the beginning of the learning experience.
 10. Field experiences which currently exist as faculty-approved course offerings (e.g., student teaching, nursing) do not require Academic Program Committee approval. Students desiring such experiences follow the normal channels of registration.
 11. The preceding guidelines do not apply to traditional laboratory experiences.

NON-CREDIT EXPERIENTIAL LEARNING

Lenoir-Rhyne College affirms both the value and necessity of relating classroom and non-classroom learning opportunities in the quest of integrating liberal learning, vocational pursuits, and personal values. The College expects and encourages students to explore a variety of co-curricular activities as a vital aspect of their educational experience; however, students cannot expect that academic credit will be awarded for every aspect of their learning at the College. Lenoir-Rhyne College does not award academic credit for participation in intercollegiate or intramural athletics, cheer leading, various student organizations, and certain co-curricular activities.

The dimension of experiential education occurs in many courses offered by Academic Schools. Some majors include field experience and/or internships as requirements or elective. Students in consultation with faculty sponsors may devise independent studies with an experiential learning emphasis.

CONTINUING EDUCATION UNIT (C.E.U.)

The Continuing Education Unit, or C.E.U., is based upon contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. One C.E.U. can be awarded for each ten contact hours of participation.

Lenoir-Rhyne College offers individual C.E.U.s for certain non-credit programs in three categories:

1. Persons seeking additional development of skills, knowledge, and understanding in such career fields as business and industry, education, health care services, government, church-related vocations, fine arts, communication, and social services.
2. Approved non-credit programs which relate to the following areas of community and societal need: community and societal problems (e.g., health and safety, human relations and communications, special education needs, environment, etc.); exploration of moral issues and values-related concerns; and personal enrichment, coping skills, and leisure-related activities.
3. Approved inter-institutional programs offering non-credit instruction to persons and involving Lenoir-Rhyne College in partnership with other institutions such as area businesses, schools, seminaries, synods of the Evangelical Lutheran Church in America, and others.

Participants in the above programs are registered and provided a permanent, individual C.E.U. record listing current and previous C.E.U. activities successfully completed at Lenoir-Rhyne College.

Information concerning policies and procedures concerning the C.E.U. is available in the Office of Academic Affairs.



ACADEMIC PROGRAMS

UNDERGRADUATE DEGREES

Lenoir-Rhyne College grants the degrees of Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Bachelor of Music (B.M.), Master of Arts (M.A.), Master of Science (M.S.) and Master of Business Administration (M.B.A.). The undergraduate academic programs at Lenoir-Rhyne College are administered through a series of ten Schools, each representing disciplines with similar backgrounds and directions. Special programs of study can be designed through an Interdisciplinary Studies major.

The table below lists the ten Academic Schools along with their Chairs and the programs they administer.

School	Chair	Programs
Business	Prof. Michael Dugan	Accounting (BA), Finance (BA), International Business (BA), Management (BA), Management Information Systems (BA), Marketing (BA)
Communication and Literature	Dr. Kathy Ivey	English (BA), Communication (BA)
Computing Sciences and Mathematics	Prof. Richard Hull	Information Technology (BA), Computer Science (BA/BS), Mathematics (BA/BS)
Education	Dr. Janet Painter, Interim	Birth-Kindergarten Education (BA), Deaf and Hard-of-Hearing Education (BA), Elementary Education (BA), Middle School Education (BA), Teaching English as a Second Language (BA)
Fine Arts	Dr. Daniel Kiser	Art Education (BA), Graphic Design (BA), Music (BA), Music Education (BM), Music Performance (BA), Sacred Music (BA), Theatre (BA)
Health Sciences	Dr. Katherine Pasour	Health and Exercise Science (BS), Physical Education K-12 (BA), Sports Management (BA), Athletic Training (BS), Nursing (BS), Human Occupational Studies/Occupational Therapy (BS)
History, Philosophy, and Religion	Dr. Larry Yoder	History (BA), Philosophy (BA), Religious Studies (BA), Religion and Philosophy (BA)
Modern and Classical Languages	Dr. Werner Schulz	Classics (BA), French (BA), German (BA), Spanish (BA)
Natural Sciences	Dr. Marsha Fanning	Biology (BA/BS), Medical Technology (BS), Pre-Medical Science (BS), Chemistry (BA/BS), Physics (BS)
Social and Behavioral Sciences	Prof. William M. Mauney	Human and Community Service (BA), Economics (BA), Political Science (BA), Psychology (BA), Sociology (BA)

In addition, an Interdisciplinary Studies Program is available through which students may formulate their own areas of concentration, choose from areas already formulated and approved, or develop a broad program with no area of concentration.

Several areas of concentration have already been developed by the faculty for the Interdisciplinary Studies Program. These include American Studies, Applied Science, Chemical Technology, Comparative Literature, International Relations, Pre-Engineering, Pre-Forestry or Pre-Environmental Management, Pre-Law, Sacred Music, Science for Teachers, Child and Family Intervention, Arts Management, and Conservation of Natural Resources.

THE CURRICULUM

Lenoir-Rhyne College operates on a two-semester calendar system. The fall and spring semesters are sixteen weeks in length, and each is followed by a formal examination period. During the fall and spring semesters a student may take a maximum of eighteen credit hours (sixteen for Freshmen) without requesting an overload. The two-term summer session normally allows a student to complete up to fourteen credit hours in addition to those earned during the regular academic year.

Classes are scheduled throughout the week, Monday through Friday. A three credit hour class is taught in fifty minute segments three times a week or in one hour and fifteen minute segments twice a week. A four credit hour class is taught in one hour and ten minute segments three times a week or in one hour and forty minute segments twice a week.

Students attending Lenoir-Rhyne College may complete undergraduate degrees in a variety of major areas. Descriptions of the majors and their specific requirements are indicated on the following pages among the academic programs.

Upon completion of the stated requirements, the candidate is presented the Bachelor of Arts, Bachelor of Science, or Bachelor of Music degree as indicated in the description.

The candidate qualifies for a degree by satisfactorily completing a minimum of 128 semester hours to include all required courses both in the core curriculum and the major/ minor field(s) of study. Certain majors may require completion of more than 128 semester hours for graduation. The complete program includes Core Curriculum requirements, major field requirements, and electives.

CORE CURRICULUM

A college (and its faculty) is a steward of knowledge and critical thinking. On the one hand, it possesses and exercises knowledge; on the other hand it shares knowledge and teaches others (especially its students) to use this knowledge in the pursuit of the common good. The college's mission and ethos (i.e. its customs and practices) should be reflected in its curriculum. It should therefore be characterized by wholeness, freedom, service, community, and faithfulness.

The core curriculum courses as a whole—and, in a few instances, individually—demonstrate and impart the connectivity and interdependence of knowledge and critical thinking skills. A liberal arts curriculum imparts knowledge (and its use) not in service to a particular profession or discipline but in service to the world—its community. It serves its community (i.e. the world) by imparting wholeness, freedom, service, community, and faithfulness within the context of ethos of the Christian tradition.

The Core Curriculum at Lenoir-Rhyne includes courses in four dimensions:

Expressive Dimension

The expressive dimension reflects the robust and interdependent nature of human voice and culture. All forms of expression—nonverbal, written, spoken, artistic, and

electronic have an influence on humans and their communities. To become leaders in the 21st century students must understand the richness of communication. They must also develop skill in using technological and traditional means to influence diverse populations.

Upon completing the expressive dimension of the core curriculum, students will:

1. Demonstrate an awareness of how communication and culture are interrelated.
2. Develop and demonstrate audience-appropriate communication skills (writing, speaking, listening, non-verbal, visual, computer).
3. Be aware of various communication styles and be able to critically analyze various forms of messages (speeches, television, film, literature, advertising, Internet, music, dance, art).

Natural World Dimension

The natural world dimension represents the order and interconnectedness of nature and humanity. To become leaders, students must understand the influences the natural world has had and continues to have on past, present and future. Students who have developed skill in critical thinking and problem solving understand the order and principles of nature (biological, mathematical, physical, and technological) and use that understanding in a responsible manner to preserve the resources of nature for all humankind.

Upon completing the natural world dimension of the core curriculum, students:

1. Understand and demonstrate the use of scientific methods to acquire knowledge.
2. Understand the principles and processes of the natural sciences and mathematics and their implications for society.
3. Use scientific insight and analysis as a basis for approaching contemporary issues.

Human Systems Dimension

The human systems dimension aims to impart an understanding of the connectivity and interdependence of individuals and their communities; both have particular histories and cultures as well as a common human experience. Communities are ordered, organized, and shaped by manifold influences, including political, social, and economic. To become leaders in the 21st century, students must understand what it means to be a human in community and how other individuals and cultures view the human experience.

Upon completing the human systems dimension of the core curriculum, students will:

1. Understand the influences of world history, culture, and the Christian faith and heritage on the modern world.
2. Demonstrate an awareness of diversity and the global nature of the modern world.
3. Articulate how individuals can function within and contribute to social and religious systems and communities and how these systems affect individuals and each other.

Wholeness/Integrative Dimension

The wholeness/integrative dimension seeks to liberate mind, body and spirit, clarify personal faith and foster physical wholeness. This dimension also seeks to impart an understanding that "wholeness of personality and true vocation ... are best discerned from the perspective of the Christian faith." To function in the 21st century students must integrate a body that is physically fit with a vigorous intellect and an active spiritual life.

Upon completing the wholeness/integrative dimension of the core curriculum, students will:

1. Identify the basic elements of and claims to truth made by the Christian faith.
2. Describe how human beings have historically pursued the true, the good and the beautiful.
3. Articulate the connection and interdependence between body, mind and spirit and develop a personal plan that promotes intellectual, spiritual, and physical wholeness.

All students are required to participate in core curriculum assessment administered by the Office of Academic Affairs. Students must successfully complete core assessment in order to graduate.

The Core Curriculum requirements, 53-67 credit hours, include courses from the following areas:

COMPUTER SCIENCE	Any CSC Course	1-4
ENGLISH 131:	Critical Thinking & Writing	4
ENGLISH 231:	Writing About Literature	4
FINE ARTS:	Choose one or more courses from the following for a total of 3 credit hours: ART, DAN, MUS, THR	3
FOREIGN LANGUAGE:	Choose one language from: American Sign Language 281/282 (6) French 110/111 (6) German 110/111 (6) Spanish 110/111 (6) Greek 101/102/201/202 (12) Latin 101/102/201/202 (12)	6-12
HEALTHFUL LIVING:	Choose one option from: HLS 100. Concepts in Healthful Living HLS 285. First Aid and Emergency Care HLS 287. Personal Health and Nutrition HLS 101-132 (must take 2 activity courses)	1-3
HISTORY 101:	World Civilization I	3
HISTORY 102:	World Civilization II	3
LABORATORY SCIENCES:		
Life Science:	Biology Laboratory Course	3-4
Physical Science:	Physical Science Laboratory Course (Astronomy, Chemistry, Earth Science or Physics)	3-4
LRC 101:	The Freshmen Experience	1
MATHEMATICS:	Any Math Course numbered 115 or above (Math 120 satisfies the core requirement for select education majors only)	3-4
PHILOSOPHY:	Any 100 or 200-level Philosophy course	3
RELIGION 100:	The Christian Faith	3
RELIGION 400:	The Christian Perspective	3
SCIENCE 300:	Environmental Science	3

SOCIAL SCIENCES:**Human Dimension:**

Choose one course from:

3

PSY 100. General Psychology

SOC 100. Introduction to Sociology

Institutional Dimension:

Choose one course from:

3

ECO 121. Macroeconomics

ECO 122. Microeconomics

ECO 221. History of Economic Thought

POL 120. American Government

POL 130. World Politics

NOTES:

- Substitutions for core courses must be approved by the Academic Program Committee
- Students who complete Religion 101, 102, 310, 330, and 340 may substitute these courses for Religion 100 and Philosophy 116 for Religion 400.
- Students whose primary language is other than English may waive the foreign language requirement with a TOEFL score of 500 or greater (paper-based) or 173 or greater (computer-based).
- Environmental Studies majors may substitute Environmental Studies 100 for Science 300.
- All students must complete their core mathematics requirement by the end of their sophomore year (transfer students must complete math during their first year at L-R).

FOREIGN LANGUAGE REQUIREMENTS FOR THE DEAF AND HARD-OF-HEARING OR LEARNING DISABLED STUDENTS

Deaf/hard-of-hearing and learning disabled students can satisfy the foreign language requirements by completing one of the following:

1. take six credits of French, German, or Spanish, OR
2. take twelve credits of Latin or Greek, OR
3. take six credits, in addition to other core requirements, that pertain to the past and present cultural heritage of other countries, (see the list of approved Cultural Enrichment courses following:) OR
4. take six credits of American Sign Language.

APPROVED LIST OF CULTURAL ENRICHMENT COURSES

Various courses below can satisfy the hearing-impaired or learning disabled student's foreign language core requirement. The purpose is to expose students to the past and/or present cultural heritage of countries other than the United States in order to partially counteract the limitations that the communications barrier of hearing-impairment or learning disability may cause. To qualify for the cultural enrichment course option, students with learning disabilities must have a documented, specific learning/language based disability in either written or oral processing deficits. Specific documentation must be provided to the Director of Services for Students with Disabilities for consideration. The documentation must be provided on letterhead and identify the specific learning disability provided by a qualified professional (e.g., psychologist, psychiatrist, school psychologist). The Director of Services for Students with Disabilities will review the documentation and a recommendation will be made to the Dean of Academic Programs. The Dean of

Academic Programs determines whether the cultural enrichment options will be allowed on a case by case basis. Written notice of the determination will be made within thirty days of the request:

Art:	341, 342
Economics:	310, 424
English:	270, 271
Geography:	101, 102
History:	230, 250, 251, 252, 262, 331, 333, 351
Philosophy:	209, 212
Political Science:	240, 440
Religion:	373
Sociology:	208, 306
Sociology or Psychology:	250
Theatre:	260, 265

Students who need to be considered for the Cultural Enrichment course option to satisfy the foreign language requirement must contact the office of the Dean of Academic Programs.



COURSE ABBREVIATIONS

ACC Accounting

ART Art

AST Astronomy

BIO Biology

BUS Business

CHE Chemistry

CLA Classics

COM Communication

COU Counseling

**CNR Conservation of Natural
Resources**

CSC Computing Sciences

DAN Dance

EAR Earth Science

ECO Economics

EDU Education

ENG English

ENV Environmental Science

FRE French

GEO Geography

GER German

GRE Greek

HCS Human & Community Services

HIS History

HLS Healthful Living & Sports Studies

HON Honors

LAT Latin

LRC L-R General Courses

MAT Mathematics

MIL Military Science

MUS Music

NUR Nursing

OCC Occupational Therapy

PHI Philosophy

PHY Physics

POL Political Science

PSY Psychology

REL Religion

SCI Science

SED Hearing-Impaired Education

SOC Sociology

SPA Spanish

SSC Social Science

THR Theatre

THE CHARLES M. SNIPES SCHOOL OF BUSINESS

Professor Michael Dugan, Chair

BUSINESS FACULTY:

Professors Dale King, Wayne King, Robert Simmons, Sarah Wallace

Associate Professors Ted Reingold, Patty Wike

Alex Lee Professor of Business Michael Dugan

**MAJORS: Accounting (BA), Finance (BA), International Business (BA),
Management (BA), Management Information Systems (BA), Marketing (BA)**

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

MASTER OF BUSINESS ADMINISTRATION – See the Graduate School section.

MISSION:

The mission of the Charles M. Snipes School of Business is to provide current and practical knowledge that will prepare students for a successful business career. Based on a solid foundation in the liberal arts, the Charles M. Snipes School of Business fosters creative, critical thinking while promoting interpersonal and team skills needed in a diverse and global work environment. The Charles M. Snipes School of Business incorporates the use of state-of-the-art technology while encouraging students to make ethical decisions. Members of the faculty offer dedicated instruction and advisement at both the undergraduate and graduate levels of study.

The core curriculum of the Charles M. Snipes School of Business programs provides a broad range of exposure in the basics of business operations and education. Enhancement and flexibility are provided by having degree plans utilizing the basic core combined with courses designed to give the student a specialized knowledge of a functional area. The business functional areas are Accounting, Marketing, Management, and Finance. In addition, The Charles M. Snipes School of Business, in conjunction with other academic programs, offers majors in International Business, and Management Information Systems to give the student additional latitude in preparing for a career. The Charles M. Snipes School of Business majors earn a B.A. degree.

The Charles M. Snipes School of Business programs are accredited by the Association of Collegiate Business Schools and Programs.

DOUBLE MAJOR:

For a double major within the Charles M. Snipes School of Business, completion of an additional 15 credits (minimum) beyond the requirements for the first major is required. The additional courses will normally come from the major requirements and elective courses prescribed for the second major. Approval to major in more than one area must be obtained from the faculty advisor.

MINOR:

A minor in Business requires nineteen credits consisting of Accounting 231, Business 340, 344, 360 (pre-requisite ECO 121 or 122), three credits of electives (300-level or above) from the Charles M. Snipes School of Business course offerings and CSC 175.

TRANSFER POLICY:

- A student may transfer in the following:
1. the common Business core courses except for BUS 450. Business Policy and no more than 6 credit hours from BUS 320, 340, 344, 360, and 370.
 2. no more than 6 credit hours from the required major courses.

HONORS:

Students in the Charles M. Snipes School of Business may elect to pursue honors work. To be eligible for honors, students must:

- have a 3.2 cumulative GPA;
- have a 3.5 GPA in the major; and
- have completed ACC 231 and BUS 300, 340, 360 and CSC 175 or have been invited to apply by the faculty of the Charles M. Snipes School of Business;
- successfully complete BUS 320 and BUS 344 as honors courses;
- successfully complete BUS 490 concurrently with BUS 450, which includes a specific business written analysis report and an oral presentation to the faculty of the Charles M. Snipes School of Business.

ACCOUNTING

The major in Accounting provides specialized accounting training augmented by the courses in the business core. The combination of the specialized information and the common body of knowledge provide the aspiring accountant the necessary tools for the workplace. For the Accounting student desiring to become a Certified Public Accountant (CPA), additional courses are available as electives at the undergraduate and graduate level. The graduate is eligible to sit for the Certified Public Accounting examination and the Certified Management Accounting examination upon completion of the program and courses required by The Examining Body. Career possibilities exist in public accounting practice, corporate accounting and finance, and governmental operations. The Accounting major earns a B. A. degree. Course requirements for the Accounting major are as follows:

ACCOUNTING MAJOR:	58-59 CREDITS
Business Core Courses	34 Credits
Accounting:	
231. Accounting Principles I	3
Business:	
320. Management Information Systems	3
340. Management	3
344. Finance	3
346. Statistics	3
360. Marketing	3
370. Business Law I	3
450. Business Policy	3
Computing Sciences:	
175. Information Technology	4
Economics: [Required: ECO 121 Macroeconomics in College Core]	
122. Microeconomics	3
Mathematics: [Required: MAT 125 Finite Math in College Core]	
126. Applied Calculus	3
Comprehensive Examination	0

Required Courses	18 Credits
Accounting:	
331. Intermediate Accounting I	3
332. Income Tax Accounting	3
334. Intermediate Accounting II	3
432. Cost Accounting	3
Business:	
300. Business Communications	3
380. Business Ethics and Social Responsibility	3
Electives	6 Credits
Choose 2 courses from:	
Accounting:	
431. Advanced Accounting I	3
433. Auditing	3
434. CPA Problems and Review	3
Business:	
372. Business Law II	3
461. Internship	3

FINANCE

The major in Finance prepares students for entry level positions and professional careers in various branches of Finance. Courses introduce students to Commercial and Investment Banking as well as concepts that will facilitate management of a company's assets. Strategies are developed that will help in the creation and maintenance of personal and/or corporate investment portfolios. The Finance major earns a B.A. degree. Course requirements for the Finance major are as follows:

FINANCE MAJOR	58 CREDITS
Business Core Courses	34 Credits
Accounting:	
231. Accounting Principles I	3
Business:	
320. Management Information Systems	3
340. Management	3
344. Finance	3
346. Statistics	3
360. Marketing	3
370. Business Law I	3
450. Business Policy	3
Computing Sciences:	
175. Information Technology	4
Economics: [Required: ECO 121 Macroeconomics in College Core]	
122. Microeconomics	3
Mathematics: [Required: MAT 125 Finite Math in College Core]	
126. Applied Calculus	3
Comprehensive Examination	0

Required Courses	18 Credits
Accounting:	
331. Intermediate Accounting I	3
Business:	
300. Business Communications	3
341. Investments	3
380. Business Ethics	3
442. International Business	3
Economics:	
325. Money and Banking	3
Elective Courses	6 Credits
Choose 2 courses from:	
Accounting:	
332. Income Tax	3
334. Intermediate Accounting II	3
Business:	
461. Internship	3
Economics:	
421. International Economics	3

INTERNATIONAL BUSINESS

The program for the International Business major is structured uniquely to include substantial course work in Business, Economics, and a modern foreign language. Majors must combine the business skill with the language skill. The requirements are intensive and demanding. Career possibilities are numerous and expanding, and a growing number of businesses have foreign affiliations providing opportunities in manufacturing, marketing, and finance. The International Business major earns a B.A. degree. Course requirements for the International Business major are as follows:

INTERNATIONAL BUSINESS MAJOR	73 CREDITS
Business Core Courses	34 Credits
Accounting:	
231. Accounting Principles I	3
Business:	
320. Management Information Systems	3
340. Management	3
344. Finance	3
346. Statistics	3
360. Marketing	3
370. Business Law I	3
450. Business Policy	3
Computer:	
175. Information Technology	4
Economics: [Required: ECO 121 Macroeconomics in College Core]	
122. Microeconomics	3
Mathematics: [Required: MAT 125 Finite Math in College Core]	
126. Applied Calculus	3
Comprehensive Examination	0

Required Courses	39 Credits
Accounting:	
330. Managerial Accounting	3
Business:	
380. Business Ethics and Social Responsibility	3
442. International Business	3
Economics:	
323. International Price Analysis	3
421. International Economics	3
Language:	
218. Intermediate Spanish Composition	4
228. Intermediate Spanish Conversation	4
336. Culture and Civilization of Latin America	4
345. Advanced Grammar and Composition	4
411. Commercial Foreign Language	4
412. Language for Business Communication	4

MANAGEMENT

A Management major has several opportunities. The major has a liberal arts core as a basis for career-long leadership and provides courses in management theory for opportunities for advancement in a management career, and gives the students background courses in all areas of business. Expertise in specific management fields like Production and Operations Management or Human Resources Management is a part of the major. The major earns a B.A. degree. Course requirements for the Management major are as follows:

MANAGEMENT MAJOR	58 CREDITS
Business Core Courses	34 Credits
Accounting:	
231. Accounting Principles I	3
Business:	
320. Management Information Systems	3
340. Management	3
344. Finance	3
346. Statistics	3
360. Marketing	3
370. Business Law I	3
450. Business Policy	3
Computing Sciences:	
175. Information Technology	4
Economics: [Required: ECO 121 Macroeconomics in College Core]	
122. Microeconomics	3
Mathematics: [Required: MAT 125 Finite Math in College Core]	
126. Applied Calculus	3
Comprehensive Examination	0

Required Courses	18 Credits
Accounting:	
330. Managerial Accounting	3
Business:	
300. Business Communications	3
345. Human Resource Management	3
380. Business Ethics and Social Responsibility	3
439. Organizational Behavior	3
440. Production and Operations Management	3
Elective Courses	6 Credits
Choose 2 courses from:	
Business:	
349. Managing the Small Business	3
442. International Business	3
451. Marketing Management	3
461. Internship	3
Economics:	
321. Labor Problems	3
322. Government and Business	3

MANAGEMENT INFORMATION SYSTEMS

The Management Information Systems program combines a focus on Information Technology and the business workplace. Majors will get a business orientation that enables them to develop no matter what direction technology goes. An MIS degree prepares students for work in business firms, public agencies, and non-profit organizations where information is created, manipulated, and used. There is a strong emphasis on the social and behavioral dimensions of information technology and on the effective management of information resources. The MIS program is an interdisciplinary program designed to give students the skills in information technologies in preparation for careers in such fields as systems analysis, information management, competitive intelligence, and database management. The MIS major emphasizes the human context of current and future technology. The Management Information Systems major will fill a need that lies between the programmer who has a Computer Information Systems degree and the Business graduate.

Students will be required to take courses in the general education core and the business core. The balance of their classes will be taken in the Computing Sciences program area. The Management Information Systems major earns a B.A. degree. Course requirements for the Management Information Systems major are as follows:

MANAGEMENT INFORMATION SYSTEMS MAJOR	60 CREDITS
Business Core Courses	34 Credits
Accounting:	
231. Accounting Principles I	3
Business:	
320. Management Information Systems	3
340. Management	3
344. Finance	3
346. Statistics	3

360. Marketing	3
370. Business Law I	3
450. Business Policy	3
Computer Sciences:	
175. Information Technology	4
Economics: [Required: ECO 121 Macroeconomics in College Core]	
122. Microeconomics	3
Mathematics: [Required: MAT 125 Finite Math in College Core]	
126. Applied Calculus	3
Comprehensive Examination	0
Required Courses	22 Credits
Accounting:	
330. Managerial Accounting	3
Business:	
300. Business Communications	3
Computing Sciences:	
120. Digital Computing Fundamentals	2
130. Event-Driven Programming	2
210. Ethical Issues in IT	4
220. Web and Net-Centric Design	4
350. Database Management Systems	4
Elective Courses	4 Credits
Choose 4 credit hours from:	
Computing Sciences:	
132. Introduction to C++ Programming	2
134. Introduction to Java Programming	2
365. Web Programming	4
400. Systems Analysis and Software Engineering	4
450. Internship in Computer Science	4

MARKETING

The Marketing major is designed for those individuals who wish to pursue a career in business marketing activities. The main focus of this major is preparation for planning, producing, pricing, promoting, and placing want-satisfying goods and services in the hands of the consumer in a dynamic and changing environment. The major prepares students for careers as Marketing Managers, Advertising Managers, Sales Managers, and Marketing Researchers. The program of study combines courses from all the functional areas of business for sound, effective decision makers. The Marketing major earns a B.A. degree. Course requirements for the Marketing major are as follows:

MARKETING MAJOR	58 CREDITS
Business Core Courses	34 Credits
Accounting:	
231. Accounting Principles I	3
Business:	
320. Management Information Systems	3

340. Management	3
344. Finance	3
346. Statistics	3
360. Marketing	3
370. Business Law I	3
450. Business Policy	3
Computing Sciences:	
175. Information Technology	4
Economics: [Required: ECO 121 Macroeconomics in College Core]	
122. Microeconomics	3
Mathematics: [Required: MAT 125 Finite Math in College Core]	
126. Applied Calculus	3
Comprehensive Examination	0
Required Courses	18 Credits
Accounting:	
330. Managerial Accounting	3
Business:	
300. Business Communications	3
380. Business Ethics and Social Responsibility	3
442. International Business	3
451. Marketing Management	3
452. Marketing Research	3
Electives	6 Credits
Choose 2 courses from:	
Business:	
362. Sales Management	3
364. Advertising	3
366. Sports Marketing	3
461. Internship	3
Economics:	
323. Intermediate Price Analysis	3

INTERNSHIP/CO-OP PROGRAM:

Accounting or Business 461, 462, 465, 466 and 470 are programs of experiential learning which provide on-site work experience with a particular business for a fifteen-week semester. The programs are planned, developed, monitored and evaluated cooperatively by the business firm and The Charles M. Snipes School of Business.

Students engaged in any three credit hour internship (ACC or BUS 461 or 462) will devote ten hours each week to the work experience. This is the equivalent to one course taken as part of the normal academic load.

Students engaged in the six credit hour block (ACC or BUS 465 or 466) will devote twenty hours each week to the work experience while taking no more than nine additional credits on campus, the combination of which will comprise the total academic load for one semester.

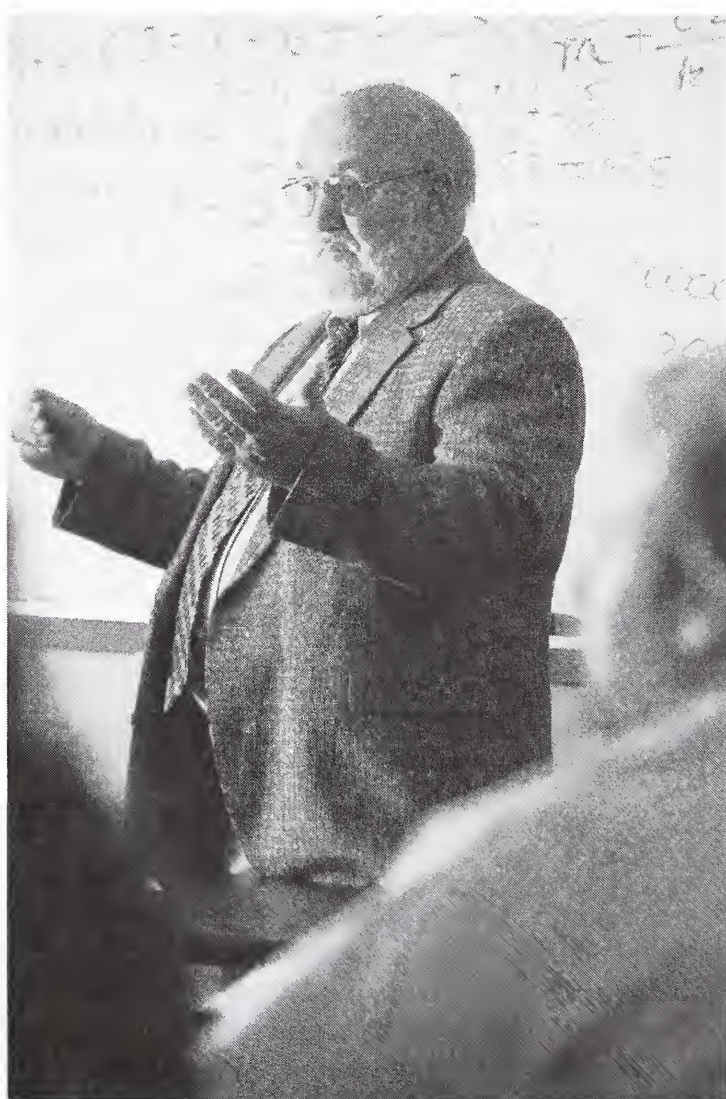
Students engaged in the twelve credit hour block (ACC or BUS 470) will devote forty hours each week to the work experience which will normally comprise the total

academic load for one semester. If scheduling permits, three additional credits may be taken on campus.

Students are qualified to participate in a Business internship if they have earned a 2.5 GPA in their major and have a cumulative 2.5 GPA. In addition, the following courses must have been successfully completed: ACC 231; CSC 175; BUS 300, 340, 344, and 360.

Students are qualified to participate in an Accounting internship if they have earned a 3.25 GPA in their major with a cumulative 2.5 GPA. In addition, the following courses must have been successfully completed: ACC 231, 331, 332; CSC 175; BUS 300, 340, 344, and 360.

Successful completion of each internship includes submission of a bi-weekly log report, mid-term interview with the supervising instructor, mid-term and end of the semester evaluations by the job supervisor, and an oral and written presentation to The Charles M. Snipes Business faculty.



SCHOOL OF COMMUNICATION AND LITERATURE

Dr. Kathy Ivey, Professor and Chair

COMMUNICATION FACULTY:

Professor William Richter
Assistant Professor Lisa Harris
Visiting Assistant Professor Patrick McConnell

MAJOR: Communication (BA)

ENGLISH FACULTY:

Professors Rand Brandes, Kathy Ivey
Associate Professor Dale Bailey
Assistant Professor Jennifer Heller
Visiting Assistant Professor Marilyn Seymour

MAJOR: English (BA)

COMMUNICATION

The Communication major provides students with the broad background necessary for successful entry into the field of communication or for further work in communication at the graduate level.

A common core of courses gives majors an understanding of both the history of the field and the ethical responsibilities of professional communicators in our society. These foundation courses also provide specific skills in writing, speaking, broadcasting, and group communications.

Specialized tracks in corporate communication, electronic media, and print media can be chosen to suit the student's interests and career goals. Both internships and courses in the tracks provide practical, professional experience in these areas. The Communication major earns a B.A. degree

MINOR: A minor in Communication requires nineteen credits consisting of Communication 120, 201, 209, 320 and four credits of Communication electives (excluding 455).

HONORS: Students majoring in Communication who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in Communication. To graduate "With Honors in Communication," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits of honors courses in the major area, including Communication 490.

COMMUNICATION MAJOR:

41 CREDITS

Communication:

120. Communication Appreciation	3
201. Oral Communication	4
209. Media Writing I	4
320. Media Law	4
460. Senior Seminar	2

Computing Sciences:

220. Web and Net-Centric Design	4
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English:

315. History and Grammar of English	2
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316. Advanced Expository Writing	2
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Note: These courses have been dropped from the curriculum. A revision to the major to replace these requirements is expected in the 2006-07 academic year.

Choose one track from:**1. Corporate:**

230. Organizational Communication	4
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340. Non-Profit Public Relations	4
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355. Internship I	2
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455. Internship II	2
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One Communication elective	4
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2. Electronic Media:

215. Field and Studio Production	4
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335. Directing and Producing	4
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355. Internship I	2
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455. Internship II	2
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One Communication elective	4
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3. Print Media:

350. Media Writing II	4
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355. Internship I	2
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370. Editing and Design	4
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455. Internship II	2
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One Communication elective	4
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Other requirements:

Take a comprehensive assessment examination in the major	0
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Must declare a minor or a second major in a different field of study.	
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ENGLISH

The courses offered in the English curriculum are designed to develop students' abilities to express their thoughts clearly, coherently, and effectively in oral and written form; to familiarize them with English, American, and World literature; to develop their analytical skills, critical judgment, and aesthetic appreciation of quality literature; and to help them achieve deeper personal insight and self-awareness. The English major earns a B.A. degree.

In addition, English, in conjunction with other academic programs, offers Interdisciplinary Studies programs in American Studies and Comparative Literature. Please refer to the Interdisciplinary Studies section of the catalog.

MINOR: A minor in English requires eighteen credits, excluding ENG 131 and 231.

HONORS: Students majoring in English who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in English. To graduate "With Honors in English," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.25, and complete, with a minimum grade of "B," twelve credits of honors courses in the major area including English 490. In addition, they must pass an oral defense of the thesis. English 490 counts as four credits of electives beyond the major.

ENGLISH MAJOR**40 CREDITS****English:**

270. Reading Fiction	4
271. Reading Poetry	4
370. Reading Drama	4
371. Advanced Rhetoric and Writing	4
480. Senior Seminar	4

Choose one course from British Lit Before 1660:

315. History and Grammar of English Language	2
352. Anglo-Saxon/Early Medieval	2
357. Early Modern Drama to 1600	2
358. Early Modern Drama after 1600	2
421. Chaucer and the Late Middle Ages	2
422. Renaissance Literature	2

Choose one course from British Lit After 1660:

324. English Novel I	2
325. English Novel II	2
424. Restoration and the 18th Century	2
425. Romantic Movement	2
426. Victorian Age	2
430. Modern British Poetry	2
435. Contemporary British Poetry	2
447. 20th Century British Drama	2

Choose one course from American Lit Before 1865:

301. Colonial Literature	2
302. Early National Literature	2
303. American Novel I	2
409. American Romanticism	2

Choose one course from American Lit After 1865:

305. American Realism and Naturalism	2
304. American Novel II	2
431. Modern American Poetry	2
436. Contemporary American Poetry	2
448. 20th-Century American Drama	2

Choose one course from Literatures of Identity:

306. Ethnic American Literature	2
317. Women and Literature	2
318. Post-Colonial Literature	2
401. Gay and Lesbian Literature	2
402. Hispanic and Latino/a Literature	2
403. African-American Literature	2

Electives:**10**

Any literature courses at the 300 or above level.

English Major with Certificate in Creative Writing**Choose 3 courses, one of which will substitute for 4 credits of literature elective:**

345. Writing Fiction	4
346. Writing Poetry	4
330. Visiting Writer Workshop (may take 2 sections)	2-4

Other requirements:

Take a comprehensive assessment examination in the major. 0

Teacher Licensure in English (9-12)

Teacher Licensure in English requires the completion of major requirements as previously listed, in addition to the following courses:

Education:

201. Historical, Philosophical, Sociological Foundations of Education	3
215. Family-School-Community Relationships	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
239. Adolescent Literature	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
412. Secondary/Student Teaching Methodology Seminar	2
420. Special Methods and Curriculum in the Secondary School	2
430. Field Experience—Secondary/K-12 Education	1
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0
440. Student Teaching in the Secondary/K-12 School	12

Psychology:

100. General Psychology	3
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SCHOOL OF COMPUTING SCIENCES AND MATHEMATICS

Richard Hull, Professor and Chair

FACULTY:

Professors Richard Hull, Gail Miles

Associate Professor Douglas Burkholder

Assistant Professor Bjarne Berg

Instructors Jan Austin, Diane Phillips, Jennifer Michaels, Scott Coppock

MAJORS: INFORMATION TECHNOLOGY (BA), COMPUTER SCIENCE (BA/BS), MATHEMATICS (BA/BS)

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

COMPUTING SCIENCES

The Computer Science major is designed to provide students with a scientific foundation in the study of computers and their uses. A major in Computer Science prepares students positions in business, industry, education, or graduate programs in Computer Science. The Theoretical Track leads to a B.S. degree and includes courses that provide a balance between the development of science and mathematical applications and the necessary theoretical fundamentals for the study of algorithms, programming, and the design of computer systems. The Information Systems Track leads to a B.A. degree and combines applicable concepts Computer Science with appropriate business and management concepts to provide students with the capabilities in computer technology necessary in computing workplaces. Course work includes a balance among the application of computing business and management, the study of programming, and the design of computer systems.

The Information Technology major prepares students to meet the technology needs of business, government, healthcare, schools, and other kinds of organizations. Its emphasis is on the technology itself more than on the information it conveys. The IT graduate will possess a combination of theoretical knowledge and practical expertise to handle the information technology infrastructure needs of an organization, including selecting and installing hardware and software, customizing, and maintaining applications, and managing networks.

MAJORS: COMPUTER SCIENCE, INFORMATION TECHNOLOGY.

MINORS: Applied Computer Science, Theoretical Computer Science, and Information Technology.

A minor in Applied (Java-Based) Computer Science requires 20 credits consisting of Computer Science 120, 134, 280, 310, 312, 330, and Mathematics 165.

A minor in Theoretical (Ada-Based) Computer Science requires 22 credits consisting of Computer Science 120, 150, 250, 280, 310, 312, and Mathematics 165.

A minor in Information Technology requires 24-25 credits consisting of Computer Science 120, 175, 210; BUS 320; either Computer Science 220 and 365 or

Computer Science 130, 134, and 330; and either one Mathematics course above 160 or one Business course above 340 or any Computer Science course above 200.

HONORS: Students majoring in Computer Science or Information Technology who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in Computer Science or Information Technology. To graduate “With Honors in Computer Science or Information Technology” students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. In addition, they must complete twelve credits of honors work in the relevant program (Computer Science or Information Technology), including an acceptable senior project, and submit and defend a research paper.

INFORMATION TECHNOLOGY MAJOR: 51-53 CREDITS

Business:

320. Management Information Systems 3

Computing Sciences:

120. Intro to the Computing Sciences 2

150. Programming Fundamentals 4

175. Information Technology 4

210. Ethical Issues in Information Technology 4

350. Database Management 4

380. Information and Decision Support Systems 4

400. Systems Analysis and Software Engineering 4

434. Computer Security and Networks 4

460. Capstone Project 4

Mathematics:

215. Applied Statistics 4

Choose one course from:

any Mathematics course above 160 or 2-4

any Business course above 340 or

any Computing Science course above 200

Choose one concentration:

1. Web Programming

CSC 220. Web and Net-Centric Design 4

CSC 365. Web Programming and Net-Centric Computing 4

2. Object-Oriented Programming

CSC 130. Event-Driven Programming 2

CSC 134. Introduction to Java Programming 2

CSC 330. Object-Oriented Programming 4

Other Requirements:

Take a Comprehensive Assessment Examination in the major 0

COMPUTER SCIENCE MAJOR: 52-54 CREDITS

Computing Sciences:

120. Introduction to Computing Sciences 2

134. Intro to Java 2

150. Programming Fundamentals 4

250. Fundamentals of Data Abstraction 4

330. Object-Oriented Programming 4

350. Database Management 4

400. Systems Analysis and Software Engineering 4

460. Capstone Project	4
Electives above 200 (Exclusive of 450)	2-4
Choose one track:	
1. Theoretical (B.S. degree)	
CSC 260. Advanced Algorithms	2
CSC 280. Language Design and Implementation	4
CSC 310. Computer Organization	2
CSC 312. Operating Systems	2
MAT 165. Calculus I	4
MAT 166. Calculus II	4
MAT 200. Discrete Mathematical Structures	4
2. Information Systems (B.A. degree)	
CSC 175. Information Technology	4
CSC 210. Ethical Issues in Information Technology	4
CSC 220. Web and Net-Centric Design	4
CSC 380. Information and Decision Support Systems	4
MAT 126. Applied Calculus	3
One course from:	
MAT 115. Elementary Statistics	3
MAT 125. Finite Math	3
Other Requirements:	
Take a Comprehensive Assessment Examination in the major	0

MATHEMATICS

The courses in Mathematics are designed to convey to students the logical structure of mathematics and prepare students to apply mathematical models to various areas of problem solving and analysis. A major or minor in Mathematics prepares students for positions in business, industry, or education or for entry into graduate programs.

MAJOR: MATHEMATICS

MINOR: A minor in Mathematics requires twenty credits consisting of Mathematics 165, 166, 280, and nine credits of courses numbered 200 or above. A minor in Actuarial Science is also offered. (See page 120 for details.)

HONORS: Students majoring in Mathematics and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Mathematics. To graduate “With Honors in Mathematics,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits of honors course work in Mathematics, including Mat 492. In addition, they must submit and pass an oral defense of a research paper. Mat 492 counts as elective credit and not as part of the regular courses constituting the major.

MAJOR TRACKS: In order to help students prepare for a variety of career options, Mathematics major has three tracks:
Teacher Licensure—prepares students to teach Mathematics at the secondary school level, requires 85 credits, of which 44 are in Mathematics, and leads to a B.A. degree. The mathematics education track is consistent with the education framework of the educator as a reflective practitioner. The mathematics education major must

meet all criteria for admission to Teacher Education and Student Teaching, as outlined under the School of Education.

General—prepares students for a career in a field which requires a mathematics component, requires forty-nine credits, and leads to a B.A. degree;

Theoretical—prepares students for graduate school, requires a minimum of forty-nine credits, and leads to a B.S. degree.

TEACHER LICENSURE TRACK:

83-85 CREDITS

Computing Sciences:

Choose one course from: 2-4

130. Event-Driven Programming

150. Computer Science I

Computing Science Course above 220

Education:

201. Historical/Philosophical/Sociological Foundations of Education 3

215. Family-School-Community Relationships 3

220. Child & Adolescent Development 3

230. Educational Psychology 3

343. Introduction to Exceptionalities 3

360. Educational Technology 3

412. Secondary/K-12 Teaching Methodology Seminar 2

420. Special Methods and Curriculum in the Secondary School 2

430. Field Experience in Secondary/K-12 Education 1

435. Literacy Across the Content Area 2

435L. Literacy Across the Content Areas Lab 0

440. Student Teaching in Secondary/K-12 School 12

Mathematics:

165. Calculus I 4

166. Calculus II 4

200. Discrete Mathematical Structures 4

220. Introduction to Mathematical Reasoning 3

240. College Geometry 3

265. Calculus III 4

280. Linear Algebra 3

300. Theory of Numbers 3

330. Probability & Statistics I 3

370. Abstract Algebra I 3

400. History & Philosophy of Mathematics 3

490. Senior Research 1

Electives (200 or above) 3

Psychology:

100. General Psychology 3

Other Requirements:

Take a Comprehensive Assessment Examination in the major. 0

GENERAL TRACK:

49 CREDITS

Mathematics:

165. Calculus I 4

166. Calculus II 4

220. Introduction to Mathematical Reasoning 3

265. Calculus III	4
280. Linear Algebra	3
330. Probability & Statistics I	3
370. Abstract Algebra I	3
490. Senior Research	1
Choose one course from:	3
345. Advanced Analysis	
381. Abstract Algebra II	
Electives (200 or above)	9
Other Requirements:	
Twelve hour concentration in computer or lab science courses (Minor strongly recommended).	12
Take a Comprehensive Assessment Examination in the major.	0

THEORETICAL TRACK:**51-53 CREDITS****Computing Sciences:**

Programming language (excluding COBOL)	2-4
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Mathematics:

165. Calculus I	4
166. Calculus II	4
200. Discrete Mathematical Structures	4
220. Introduction to Mathematical Reasoning	3
265. Calculus III	4
280. Linear Algebra	3
330. Probability & Statistics I	3
345. Advanced Analysis	3
370. Abstract Algebra I	3
371. Abstract Algebra II	3
490. Senior Research	1
Elective (above 265)	6

Science:

Electives from computing, social, behavioral, biological, or physical sciences (exclusive of core requirements).	6-8
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Other Requirements:

Take a Comprehensive Assessment Examination in the major.	0
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MINOR FOR ACTUARIAL SCIENCE: A minor in Actuarial Science consists of courses in Mathematics, Business, and Economics. This sequence of courses prepares students for the first two actuarial exams.

Required Courses for Actuarial Science Minor	Course Title	Math Credit hours
MAT 165	Calculus I	4
MAT166	Calculus II	4
MAT280	Linear Algebra	3
MAT 330	Probability & Statistics I	3
MAT 345	Advanced Analysis	3
ACC 231	Accounting Principles	3
ACC 331	Intermediate Accounting Principles	3
BUS 340	Business Management	3
BUS 344	Business Finance	3
ECO 121	Principles of Economics, Macroeconomics	3
ECO 122	Principles of Economics, Microeconomics	3
CSC 130 or CSC 150	Programming language: VISUAL BASIC or Ada	4

SCHOOL OF EDUCATION

Dr. Janet Painter, Assistant Professor and Interim Chair

FACULTY:

Professor Kathleena Whitesell, Gail Summer

Associate Professor Terri Barrett

Assistant Professors Frances Crocker, Joyce Davis, Janet Painter

Instructors Suzy Morrison, Angela Vandett

MAJORS: Birth-Kindergarten Education (BA), Deaf and Hard of Hearing Education (BA), Elementary Education (BA), Middle School Education (BA), Teaching English as a Second Language (BA)

For Secondary Education Teacher Programs, see Major

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses equal a minimum of 128 hours. Some majors require more hours.

MASTER OF ARTS: Birth-Kindergarten Education, Literacy Education K-12
See Graduate School section.

We believe that Lenoir-Rhyne College education graduates are reflective practitioners who are aware of factors affecting student learning and who recognize and value individual needs in planning instruction and creating a learning community. The unit has designed a heavily field-based program which prepares students at both the initial and advanced levels to develop knowledge of self, content knowledge, knowledge of human development, awareness of "schooling," and strategies used with students and clients. The undergraduate Education major earns a B.A. degree. The graduate Education major earns an M.A. degree.

In addition, Education, in conjunction with other academic programs, offers an Interdisciplinary Studies concentration in Child and Family Intervention. Please refer to the Interdisciplinary Studies section of the catalog.

Reciprocity Agreements: The programs in teacher education and school counseling at Lenoir-Rhyne College are approved by the North Carolina State Board of Education and The National Council for the Accreditation of Teacher Education, making licensure reciprocity possible in forty-two states and Washington D.C.

MAJORS: BIRTH-KINDERGARTEN EDUCATION, DEAF AND HARD-OF-HEARING EDUCATION, ELEMENTARY EDUCATION, MIDDLE SCHOOL EDUCATION, AND TEACHING ENGLISH AS A SECOND LANGUAGE.

TEACHER LICENSURE may be added to the following undergraduate liberal arts majors:

GRADES 9-12: Biology, Business, English, Mathematics, Science for Teachers (see Interdisciplinary Studies), and Social Studies (see Economics, History, Political Science, Psychology or Sociology).

GRADES K-12: Art, Music, Physical Education and Spanish.

MINORS: Birth-Kindergarten Education, English as a Second Language, and Reading Education.

A minor in Birth-Kindergarten Education requires twenty-one credits consisting of Education 262, 264, 361, 363, 365, 366, and 493.

A minor in English as a Second Language requires twenty-one credits consisting of Education 210, 211, 212, 302, 313, 314, and Psychology 250.

A minor in Reading Education requires twenty credits consisting of Education 207 or 239; 327, 337, 434, 435, 436, and 438.

HONORS: Students majoring in Education and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Education. To graduate “With Honors in Education,” students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. They must complete Education 490 and honors work in Education 430, 431, or 432 and 440, 441, or 442. In addition, they must orally defend a thesis or project and submit a video of exemplary student teaching experiences. Secondary or K-12 majors must meet honors guidelines in their respective major and Education Honors guidelines to receive Honors in Education.

CONCURRENT ENROLLMENT: INTERNSHIPS AND FIELD EXPERIENCE

The School of Education recommends that students not enroll concurrently in more than two courses with field experience or internship components, with the exception of the senior year, when students are enrolled in their methods courses and student teaching. During the senior year, students should be prepared to spend time in their assigned schools completing field-based assignments in the fall semester on a part-time basis and on a full-time basis during the spring semester.

Special requests for exceptions to program requirements must be submitted in writing to the Chair of the School of Education for review by faculty. Such requests should be submitted during early registration for the semester in advance of the exception being requested.

UNDERGRADUATE TEACHER EDUCATION CANDIDATES

Student curriculum check sheets with individual program goals are available in the Office of the Registrar or the School of Education. All programs must include Education 201 (which provides an introduction to the major and the School Framework of the Reflective Practitioner), Education 343 (which provides strategies for teaching exceptional children), EDU 360 (technology competencies), Education 215, 220, 230, and multiple and varied field-based experiences.

MISSION STATEMENT

The mission of the School of Education is to provide an environment wherein teachers who complete a program at Lenoir-Rhyne College are expected to know their content, know how to teach, be successful with a diverse population, be leaders, be reflective about their practice for effective change, and be respectful and caring.

CONCEPTUAL FRAMEWORK

[Note: Although the Counselor Education Program is structurally located in the School of Social and Behavior Science (thus outside the School of Education), it is addressed within this conceptual framework because school counseling is an educational licensure program. As a licensure program, School Counseling operates within the larger framework of the Teacher Education Council and shares the conceptual

framework with the School of Education.] **The School of Education and all education programs adhere to the Reflective Practitioner Model. The Conceptual Framework that follows is the overall model. The model as it applies to Graduate Programs is addressed in the Graduate Section of the Catalog.**

The educator/counselor as reflective practitioner is the model that underlies the knowledge base of the Teacher Education and Counselor Education programs. Courses and experiences are geared toward developing critical thinkers who consider the multitude of factors affecting human beings in learning and counseling situations. To maintain the integrity of the Conceptual Framework, transfer credits in EDU 201, 230, and 360 are seldom allowed.

Reflective practitioners actively consider the impacts of their actions both in the process of teaching/counseling and afterward to provide future direction. Students at Lenoir-Rhyne College learn to consider the technical and practical nature of teaching/counseling, as well as the ethical and moral implications of teaching/counseling. Graduates of Lenoir-Rhyne College's education programs are expected to demonstrate critical thinking and reflection on their practice by the compilation of a portfolio during their course work. The portfolio serves not only as a tool to facilitate reflection, but also to synthesize reconstruction of "self-as-practitioner" as a means toward continued professional development beyond the training experience. It is the intent of the Education program at Lenoir-Rhyne College to enable students to analyze and think critically in order to go beyond the institutional limitations which perpetuate "schooling," to recognize and find positive challenges in dilemmas, and to find unique, professionally sound ways to solve those dilemmas. Reflective practitioners from Lenoir-Rhyne College will become more aware of themselves as practitioners (e.g., in the classroom or counseling setting) and perceive that alternatives or changes are possible. This awareness requires a sense of reflective self-renewal as practitioners continually evolve in the process of self-directed growth and critical consciousness.

The outcome will be empowerment, intentionality, and leadership in assuming a greater role and responsibility in the direction of classroom and school affairs. Teachers and school counselors can participate in developing partnerships with students, families, administrators, and communities in developing educational policy within both the content and consequences of reflective thinking. Zeichner (1983) points out that teacher education should involve preparing teachers to be reflective about the "moral, technical and political issues as well as the instrumental issues that are embedded in their everyday thinking and practice."

TEACHER EDUCATION PROGRAM GOALS AND OBJECTIVES:

What should Lenoir-Rhyne teacher education candidates know and be able to do? Specific competencies that Lenoir-Rhyne College public school licensure candidates should be able to demonstrate are:

KEY:	C	Content Knowledge
	P	Pedagogical Knowledge
	PK	Professional Knowledge
	S	Professional Skill
	D	Disposition

1. Lenoir-Rhyne public school licensure candidates should know their content.

They should:

- [C] Have a broad knowledge base appropriate for their field
- [S] Apply field-specific concepts and tools to their practice
- [K] Understand ways their field-specific content connects to the broader school curriculum

2. Lenoir-Rhyne College public school licensure candidates should possess pedagogical, and professional knowledge and skills. They should know how to teach/counsel by:

- [PK] Understanding how learning and change take place
- [S] Using a variety of methods to facilitate learning and change
- [P] Planning to meet student needs
- [S] Using a variety of assessment approaches to inform practice appropriately
- [S] Communicating effectively with all constituents
- [S] Enhancing practice with appropriate use of technology
- [D,S,PK] Creating a context for learning/counseling that is supportive and inclusive
- [D,S] Promoting teamwork, cooperation, and leadership
- [P] Aligning classroom instruction to the required curriculum in a student-centered manner
- [D] Instilling and modeling a love for life-long learning and development
- [S] Using inquiry to promote critical thinking and problem-solving

3. Lenoir-Rhyne public school licensure candidates should appreciate diversity by:

- [D,S] Demonstrating the belief that all students can learn and be successful through accommodating for individual needs in society
- [D] Demonstrating their belief that diversity in the classroom, school, and society is a strength
- [D] Knowing, respecting, and using the influence race, ethnicity, gender, religion and other aspects of culture on a child's development and learning
- [D,S] Working collaboratively with families, public school personnel and community resource personnel to enhance student success

4. Lenoir-Rhyne public school licensure candidates should be leaders who:

- [D,S] Advocate for and/or with students, families, and the profession
- [D] Demonstrate high ethical standards of professional practice
- [D] Function effectively within an ever-changing environment
- [S] Demonstrate self-knowledge, self-advocacy and continued professional and personal development
- [D] Realize there are strengths in diverse types of leaders

5. Lenoir-Rhyne public school licensure candidates should be reflective as they:

- [P] Analyze and evaluate the results of their practice
- [S] Use research to inform practice
- [S] Conduct research to expand knowledge base and improve practice
- [P,PK] Construct and articulate rationale for what is done in practice and why

6. Lenoir-Rhyne public school licensure candidates should be respectful and caring by:

- [D] Showing an interest in students' development and life
- [D] Being responsive to students and families
- [D] Promoting dignity of students and families
- [D] Expressing pride in student efforts
- [D] Building self-confidence and a positive self concept in students

TITLE II REPORT

As required by the U.S. Department of Education, as specified in the Higher Education Act, institutions of higher education (IHEs) with teacher education programs must publicly report their Title II report. The Title II Report for Lenoir-Rhyne College for the academic year 2004-2005 is included below.

CONTEXTUAL INFORMATION

Overview of the Institution

Lenoir-Rhyne College, an independent, coeducational, comprehensive liberal arts institution affiliated with the Evangelical Lutheran Church in America, enrolls over 1,550 students in more than 40 undergraduate degree programs. Lenoir-Rhyne also sponsors master degree programs in the fields of business, counseling and education. With its School of Life Long Learning, Lenoir-Rhyne strives to serve the non-traditional population, including those majoring in elementary and birth-kindergarten education. The primary concern of L-R is the development of the whole person. To that end, all undergraduate students regardless of major must complete 57-59 hours of core courses comprising arts, sciences, social science, religion and language. The college seeks to liberate the mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community and promote responsible leadership for service in the world. Lenoir-Rhyne holds the conviction that wholeness of personality, true vocation, and the most useful service to God and the world are best discerned from within the perspective of the Christian faith.

Special Characteristics

The mission of the teacher education program at Lenoir-Rhyne College is to prepare teachers who know their content, know how to teach, are successful with a diverse population, are leaders, are reflective about their practice for effective change, and are respectful and caring. Likewise, counselors who complete a program at Lenoir-Rhyne demonstrate a strong theoretical foundation, mastery of clinical skills, and the ability to practice as a reflective counselor with diverse populations in a variety of agency settings and public schools. Given its Christian foundation and the personal, nurturing contact provided students, a hallmark of the teacher education program at Lenoir-Rhyne College is the preparation of reflective practitioners who are caring professionals. It is our sincere desire to send professionals into school environments who know children and youth and can therefore be nurturing of their needs in order to support learning. In our work with the public schools, we have adopted the guiding principle of striving to develop a Community of Learners, with the idea being that professionals in the field teach our students while we also further school professionals' development as well as our own. This relationship should be collaborative, reciprocal, and collegial where leadership and reflective practice are modeled and provided. It is also our hope that the college mission of responsible leadership for service to the world is modeled with the value of altruism reflected practice are modeled and provided. It is also our hope that the college mission or responsible leadership for service to the world is modeled with the value of altruism reflected as education students see faculty engaged in life-long learning as they give back to their field. Lenoir-Rhyne offers initial programs in Birth-Kindergarten, Elementary Education, Middle Grades Education, Teaching English as a Second Language, and Deaf and Hard-of-Hearing Education; Secondary (9-12) Education in Biology, English, Mathematics, Comprehensive Science, and Social

Studies; and the K-12 areas of Reading, Art Education, ESL, Music, Physical Education, and Spanish. For the 2002-2003 academic year, students also have the option of a minor in one of the following areas: Birth-Kindergarten Education, ESL, and/or Reading Education. Advanced programs are offered in Birth-Kindergarten and School Counseling.

PROGRAM INFORMATION

Total number of students admitted into teacher preparation, all specializations, in academic year 2004-05.	197 students were admitted and enrolled in the teacher education program in 2004-05.
Number of students in supervised student teaching in academic year 2004-05.	30
Number of faculty members who supervised student teachers:	
• Full-time faculty in professional education.	5
• Part-time faculty in professional education but full-time in the institution.	2
• Part-time faculty in professional education, not otherwise employed by the institution.	3
• Total Faculty student teaching supervisors	10
Student teacher/faculty ratio	3.0
The average number of student teaching hours per week required.	40
The total number of weeks of supervised student teaching required.	15
Average total number of hours required.	600

TEST SCORE INFORMATION

Specialty Area/	Lenoir-Rhyne Results # Attempting Specialty Area Exam	Passed Specialty Area at any time	
		#	%
Art (K-12)	1	1	100%
Biology			
Business Education			
Elementary Education (K-6)	15	14	93%
English			
English as a Second Language	1	1	100%
Language Arts (6-8)			
Mathematics (6-8)			
Mathematics (9-12)			
Music	3	3	100%
Physical Education	1	1	100%
Reading (bachelor's level)	1	1	100%
Reading (graduate level)			
Science (6-8)	2	2	100%
Science (Comprehensive)			
Social Studies (6-8)	2	2	100%
Social Studies (Comprehensive)	4	4	100%
Spanish (K-12)			
Overall SA Pass Rate	30	29	99%
PPST/CBT	30	30	100%

ADMISSION TO TEACHER EDUCATION

Admission to the College does not guarantee admission to the Teacher Education Program, and all Teacher Education Program requirements are subject to change as directed by the state and national accrediting agencies. Students desiring entrance into teacher education should apply and be accepted for admission before the end of their sophomore year. A student who has not met all criteria for admission to teacher education before the end of the sophomore year may not enroll in 300 or 400 level Education/Special Education courses. Criteria for entrance include the following:

1. Passing scores on Praxis I Tests (Reading-176, Writing-173, and Mathematics-173). These tests must be passed prior to the end of the sophomore year. Junior transfer students must pass the tests during their first semester at Lenoir-Rhyne College. Students with an SAT score at or above 1100 or an ACT score of 24 or higher may waive the PRAXIS I requirement with score verification.
2. A minimum cumulative grade point average of 2.5 by the end of the sophomore year. Junior transfer students must earn the minimum 2.5 in their first semester at Lenoir-Rhyne College
3. A completed application for admission into Teacher Education, which includes acceptable ratings from two references, must be filed in the School of Education before the end of the sophomore year (for transfer students, the completed application must be filed before the end of their first semester at Lenoir-Rhyne College).
4. Successful completion (grade of "C" or better) of Education 201. Students are also strongly encouraged to complete Education 230 prior to admission to Teacher Education.
5. A conference with the student's academic advisor to discuss successful completion of the program and endorsement of the application.
6. A recommendation from the applicant's major department.
7. Approval of the Teacher Education Council.

[**Note:** Although the Counselor Education Program is structurally located in the School of Social and Behavior Science (thus outside the School of Education), it is addressed within this conceptual framework because school counseling is an educational licensure program. As a licensure program, School Counseling operates within the larger framework of the Teacher Education Council and shares the conceptual framework with the School of Education.]

ADMISSION TO STUDENT TEACHING

At least three semesters before a student expects to student teach, Teacher Education candidates must apply for student teaching. This process is likely to begin at the end of student's first semester of the junior year. Admission to student teaching requires:

- 2.5 cumulative GPA;
- Successful interview during which the student's developing professional portfolio is reviewed;
- Completion of EDU 230, Educational Psychology, and the primary courses required for licensure with a grade no lower than "C."

All Education majors must complete all remaining teaching specialty courses prior to beginning student teaching. Admission to student teaching is granted by the Teacher Education Council. Student Teaching occurs only in the spring semester and involves a full 15 week commitment. Students also spend part of the fall semester in their student teaching placement(s).

A student who does not pass Student Teaching must follow the approval process before being allowed to repeat Student Teaching. The process requires:

- 1. A written request for readmission to the School of the Education along with a professional development plan.
- 2. A recommendation from the School Chair, the Director of Teacher Education, and/or specialty area Program Coordinator for those who wish to attempt student teaching in the semester immediately following their first attempt.
- 3. Formal appeal before the Teacher Education Council which will review the progress of the student and make the decision.

LICENSURE FOR UNDERGRADUATE DEGREE-SEEKING STUDENTS

To be recommended to the Public Schools of North Carolina for teacher licensure, a student must successfully complete an approved program as outlined in the catalog and graduate from Lenoir-Rhyne College. Specific program requirements are listed with each major. Additionally, the student must pass any testing and/or portfolio requirements as outlined by the state of North Carolina and the School of Education, complete student teaching with a minimum grade of a “B–”, and have a positive recommendation from the North Carolina education agency in which student teaching or interning was completed. All Praxis score requirements specified herein are subject to revision as mandated by the state of North Carolina. Courses in content methodology, exceptionalities, and literacy must be taken through state approved accredited Teacher Education programs.

BIRTH-KINDERGARTEN EDUCATION

This major is intended to prepare professionals to work with very young children, ages zero to five, with and without disabilities, and their families. The requirements provide breadth in the liberal arts and specialization in interdisciplinary study in the fields of education, psychology, sociology, and nursing. Student teaching must be in a publicly funded setting with a North Carolina licensed teacher during the spring semester of the senior year.

BIRTH—KINDERGARTEN EDUCATION MAJOR:	78 CREDITS
Education:	
201. Historical/Philosophical/Sociological Foundations of Education	3
215. Family, School, Community Relationships	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
262. B–K Developmental Curriculum	3
264. Family Diversity, Involvement, & Partnership	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
361. Foundations of Integrated Preschool Education	3
363. B–K Assessment & Environmental Design	3
365. Preschool Exceptional Children & Agency Collaboration	3
366. Speech, Language & Emerging Literacy	3
431. Field Experience in Elementary, Hearing Impaired, B-K Education	1
441. Student Teaching in the Elementary School & B-K Settings	12
Nursing:	
220. Health Issues in Young Children	2

Psychology:

100. General Psychology	3
320. Developmental Psychology	3

Other Requirements:

Twenty-one credits from:	21
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- ACC 231, 232
- BUS any 300 Level Course
- CSC 175
- EDU 207, 256
- ENG 316
- HLS 280, 285, 287
- PSY 201, 250, 332
- SED 209, 281, 282, 350, 367, 391, 394, 445, 492, 497
- SOC 207, 303, 304, 306, 350
- SPA 210, 221, 332

(The above requirements may be satisfied through courses completed in an AAS degree in Early Childhood)

Take a Comprehensive Assessment Examination in the major	0
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DEAF AND HARD-OF-HEARING EDUCATION MAJOR (K-12)

This major is intended to prepare teachers to work with students who are deaf and hard-of-hearing in grades K-12 in a variety of settings. The requirements provide breadth in the liberal arts, study in the professional discipline of education, study in a related field, and study in a comprehensive-based approach to deaf and hard-of-hearing education. Students begin taking course work in Deaf and Hard-of-Hearing Education as early as the freshmen year. In the sophomore, junior and senior years, courses may be taken at the North Carolina School for the Deaf, as well as Lenoir-Rhyne College. Student teaching will be during the Spring semester of the senior year.

DEAF & HARD-OF-HEARING EDUCATION MAJOR (K-12): 64 CREDITS**Education:**

201. Historical/Philosophical/Sociological Foundations in Education	3
210. Theories and Principles of Second Language Acquisition	3
215. Family-Community-School Relationships	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
402. Elementary & Deaf Education Student Teaching Methodology Seminar	2
431. Field Experience—Deaf/Elem/B–K	1

Special Education:

209. Introduction in the Education of Youngsters with Hearing Losses	4
228. Fundamentals of Speech Production	3
235. Aural Habilitation	3
240. Audiology	3
281. American Sign Language I	3
282. American Sign Language II	3
394. Adapting and Accommodating Methods, Materials, & Environments in D/HH Learners	3
480. Internship—Deaf and Hard-of-Hearing Education	12

492. Language Analysis & Interventions for students with Hearing Loss	3
497. Reading & Writing: Learners with Hearing Loss	3

Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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Recommended electives, completion of which yields eligibility for licensure:**1. Birth-Kindergarten 24**

Education:

- 262. B–K Developmental Curriculum
- 264. Family Diversity, Involvement, & Partnership
- 361. Foundations of Integrated Preschool Education
- 363. Preschool Screening, Assessment & Program Development
- 365. Preschool Exceptional Children & Agency Collaboration
- 366. Speech, Language, and Emerging Literacy
- 493. Internship in B–K, Settings

Psychology:

- 320. Developmental Psychology

2. English as a Second Language 24

Education:

- 210. Approaches and Methods in Second Language Acquisition
- 211. Approaches and Methods in Teaching English as a Second Language
- 212. Linguistics: The Science of Language
- 219. Practicum in ELL Literacy Development
- 225. Practicum in ELL Sheltered Instruction
- 313. Issues in Teaching English as a Second Language in the Public Schools
- 314. Evaluation & Testing in ESL Education
- 381. Special Topics in TESL

Psychology:

- 250. Multicultural Perspectives

3. Reading: 20

Education:

- 245. Phonics & Writing
- 337. Diagnosis & Remediation of Reading
- 409. Elementary Curriculum in Language Arts
- 435. Literacy Across the Content Areas
- 435L. Literacy Across the Content Areas Lab
- 436. Practicum in Reading
- 438. Trends & Issues in Reading

Choose one course from:

- 207. Children's Literature
- 239. Literature for Adolescents

DEAF & HARD-OF-HEARING/**ELEMENTARY EDUCATION MAJORS:****128 CREDITS****Biology:**

110. Concepts of Biology	3
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Economics:

Choose one course:	3
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- ECO 121. Principles of Macroeconomics
- ECO 122. Principles of Microeconomics

Education:

201. Historical/Philosophical/Sociological Foundations of Education	3
215. Family-School-Community Relationships	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
256. Integrated Elementary Visual & Performing Arts Educational Methods	3
325. Foundations of Elementary Mathematics	3
327. Foundations of Reading	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
402. Elementary Deaf Education Student Teaching Methodology Seminar	2
404. Elementary Curriculum—Mathematics	3
405. Elementary Curriculum—Social Studies	3
408. Elementary Curriculum—Science	3
431. Field Experience in Elementary Hearing Impaired Education	1
Choose one course from:	3
207. Children's Literature	
239. Literature for Adolescents	

English:

131. Critical Thinking & Writing	4
231. Writing About Literature	4

Geography:

101. Principles of Geography	3
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Healthful Living:

285. First Aid and Emergency Care	1
286. Health Education for the Elementary and Middle Schools	2

History:

121. U.S. History I	3
248. North Carolina History	3
Choose one course from:	
102. World Civilizations II	3
230. The Twentieth Century: A Global History	3

Political Science:

120. American Government	3
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Psychology:

100. General Psychology	3
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Science:

110. Physical Science for Elementary Teachers	4
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Special Education:

209. Introduction to the Education of Youngsters with Hearing Losses	4
228. Fundamentals of Speech Production	3
235. Aural Habilitation	3
240. Audiology	3
281. American Sign Language I	3
282. American Sign Language II	3
394. Adapting and Accommodating Methods, Materials, & Environments: D/HH Learners	3
480. Internship—Deaf and Hard-of-Hearing Education	12
492. Language Analysis & Interventions for Students with Hearing Loss	3
497. Reading & Writing: Learners with Hearing Loss	3

Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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DEAF & HARD-OF-HEARING/**MIDDLE GRADES EDUCATION MAJORS:****129-133 CREDITS****Education:**

201. Historical/Philosophical/Sociological Foundations of Education	3
215. Family-School-Community Relationships	3
Choose one course from:	1
219. Practicum in ELL Literacy Development	
225. Practicum in ELL Sheltered Instruction	
381. Special Topics	
220. Child & Adolescent Development	3
230. Educational Psychology	3
239. Literature for Adolescents	3
343. Introduction to Exceptionalities	3
358. Curriculum Integration and Middle Grades Philosophy	3
360. Educational Technology	3
432. Field Experience in Middle School Education	1
410. Middle Grades Student Teaching Methodology Seminar	2
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0

Healthful Living:

286. Health Education for the Elementary and Middle Schools	2
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Political Science:

120. American Government	3
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Psychology:

100. General Psychology	3
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Special Education:

209. Introduction to the Education of Youngsters with Hearing Losses	4
228. Fundamentals of Speech Production	3
235. Aural Habilitation	3
250. Audiology	3
281. American Sign Language I	3
282. American Sign Language II	3
391. Language Development & Learning in Students with & without Hearing Loss	3
394. Adapting and Accommodating Methods, Materials, & Environments: D/HH Learners	3
480. Internship—Deaf and Hard-of-Hearing Education	12
492. Language Analysis & Interventions for Students with Hearing Loss	3
497. Reading & Writing: Learners with Hearing Loss	3

Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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Choose one area of specialization and nine (9) hours from a second concentration:**1. Language Arts****26****Education:**

429. Middle School Curriculum—Language Arts	
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English:

- 131. Critical Thinking and Writing
- 231. Writing About Literature
- 270. Reading Fiction
- 271. Reading Poetry
- 370. Reading Drama
- 371. Advanced Rhetoric and Writing

2. Mathematics

21

Education:

- 424. Middle School Curriculum—Mathematics

Mathematics:

- 115. Elementary Statistics
- 165. Calculus I
- 220. Introduction to Mathematical Reasoning
- 240. College Geometry
- 280. Linear Algebra
- 400. History & Philosophy of Mathematics

3. Science

29

Astronomy:

- 110. Descriptive Astronomy

Biology:

- 105. Principles of Biology I
- 106. Principles of Biology II

Choose one course from:

- 203. Vertebrate Zoology
- 260. Natural History & Field Biology

Chemistry:

- 110. Concepts of Chemistry

Earth Science:

- 110. Physical Geology

Education:

- 428. Middle School Curriculum—Science

Physics:

- 110. Concepts of Physics

Science:

- 300. Environmental Science

4. Social Studies:

23

Economics:

- 121. Principles of Macroeconomics

Education:

- 425. Middle School Curriculum—Social Studies

Geography:

Choose one course from:

- 101. Principles of Geography
- 102. Regional Geography

History:

- 121. U. S. History to 1865
- 122. U. S. History since 1865
- 230. The Twentieth Century: A Global History
- 248. North Carolina History

Choose one course from:

- 251. History of Asian Civilizations
- 252. History of African Civilizations

Political Science:

- 120. American Government

ELEMENTARY EDUCATION (K-6)

The major is intended to prepare teachers of children in grades K-6. The requirements provide breadth in the liberal arts, and extensive study in the professional discipline of education, including many field experiences with children. Methods classes, plus an intensive internship, are taken in the fall of the senior year prior to student teaching during the spring of the senior year.

ELEMENTARY EDUCATION MAJOR:

91 CREDITS

Biology:

- 110. Concepts in Biology 3

Economics:

3

Choose one course from:

- ECO 121. Macroeconomics
- ECO 122. Microeconomics

Education:

- 201. Historical/Philosophical/Sociological Foundations of Education 3

Choose one course from: 3

- 207. Children's Literature

- 239. Literature for Adolescents

- 215. Family-School-Community Relationships 3

- 220. Child & Adolescent Development 3

- 230. Educational Psychology 3

- 256. Integrated Elementary Visual and Performing Arts Educational Methods 3

- 327. Foundations of Reading 3

- 329. Foundation of Elementary Math 3

- 343. Introduction to Exceptionalities 3

- 360. Education Technology 3

- 402. Elementary & Deaf Education Student Teaching Methodology Seminar 2

- 404. Elementary Curriculum—Mathematics 3

- 405. Elementary Curriculum—Social Studies 3

- 408. Elementary Curriculum—Science 3

- 409. Elementary Curriculum—Language Arts 3

- 431. Field Experience in Elementary, Hearing Impaired, B-K Education 1

- 441. Student Teaching in Elementary Schools & B-K Settings 12

English:

- 131. Critical Thinking & Writing 4

- 231. Writing About Literature 4

Geography:

- 101. Principles of Geography 3

Healthful Living:

- 285. First Aid and Emergency Care 1

- 286. Health Education for the Elementary and Middle Schools 2

History:

- 121. U.S. History I 3

248. North Carolina History	3
Choose one course from:	3
102. World Civilizations II	
230. The Twentieth Century: A Global History	
Political Science:	
120. American Government	3
Psychology:	
100. General Psychology	3
Science:	
110. Physical Science for the Elementary Teacher	4
Other Requirements:	
Take a comprehensive assessment examination in the major	0

MIDDLE GRADES EDUCATION (6-9)

This major is intended to prepare teachers for middle or junior high schools. The requirements provide breadth in the liberal arts and study in the professional discipline of education, with emphasis on the instructional needs of the young adolescent. Specialization areas are: Language Arts, Mathematics, Science, and Social Studies. Student teaching is done in one of grades 6 through 9 during the spring semester of the senior year.

MIDDLE GRADES EDUCATION MAJOR:	71-79 CREDITS
Education:	
201. Historical/Philosophical/Sociological Foundations of Education	3
215. Family-School-Community Relationships	3
Choose one course from:	1
219. Practicum in ELL Literacy Development	
225. Practicum in ELL Sheltered Instruction	
381. Special Topics	
220. Child & Adolescent Development	3
230. Educational Psychology	3
239. Literature for Adolescents	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
358. Curriculum Integration and Middle Grades Philosophy	3
410. Middle School Student Teaching Methodology Seminar	2
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0
432. Field Experience in the Middle Grades Education	1
442. Student Teaching in the Middle Grades	12
Healthful Living:	
286. Healthful Education for the Elementary and Middle Schools	2
Political Science:	
120. American Government	3
Psychology:	
100. General Psychology	3
Other Requirements:	
Take a Comprehensive Assessment Examination in the major	0

Choose one area of specialization and nine (9) hours from a second concentration:

1. Language Arts	26
Education: 429. Middle School Curriculum—Language Arts	
English: 131. Critical Thinking and Writing 231. Writing About Literature 270. Reading Fiction 271. Reading Poetry 370. Reading Drama 371. Advanced Rhetoric and Writing	
2. Mathematics	21
Education: 424. Middle School Curriculum—Mathematics	
Mathematics: 115. Elementary Statistics 165. Calculus I 220. Introduction to Mathematical Reasoning 240. College Geometry 280. Linear Algebra 400. History & Philosophy of Mathematics	
3. Science	29
Astronomy: 110. Concepts in Astronomy	
Biology: 105. Principles of Biology I 106. Principles of Biology II Choose one course from: 203. Vertebrate Zoology 260. Natural History & Field Biology	
Chemistry: 110. Concepts in Chemistry	
Earth Science: 110. Physical Geology	
Education: 428. Middle School Curriculum—Science	
Physics: 110. Concepts of Physics	
Science: 300. Environmental Science	
4. Social Studies	26
Economics: 121. Principles of Macroeconomics	
Education: 425. Middle School Curriculum—Social Studies	
Geography: 101. Principles of Geography or 102. Regional Geography	
History: 121. U. S. History to 1865	

- 122. U. S. History since 1865
 - 230. The Twentieth Century: A Global History
 - 248. North Carolina History
 - 251. History of Asian Civilizations or 252. History of African Civilizations
- Political Science:
- 120. American Government

**TEACHING ENGLISH AS A SECOND LANGUAGE
EDUCATION (K-12)**

TESL EDUCATION MAJOR	58-61 CREDITS
Education:	
201. Historical/Philosophical/Sociological Foundations of Education	3
210. Second Language Acquisition	3
211. Approaches and Methods in TESL	3
212. Linguistics in TESL	3
215. School-Family-Community Relationships	3
219. Practicum in ELL Literacy	1
220. Child & Adolescent Development	3
225. Practicum in ELL SIOP	1
230. Educational Psychology	3
309. Advanced Methods in TESL	3
313. Issues in TESL	2
314. Evaluation & Testing in TESL	2
343. Introduction to Exceptionalities	3
360. Educational Technology	3
381. Special Topics in TESL	1
412. K-12 Teaching Methodology Seminar	2
430. Field Experience K-12	1
440. Student Teaching K-12	12
480. Reflective Teaching/Research in TESL	2
Choose 1 course:	2-3
327. Foundations of Reading	
435. Literacy Across the Content Areas	
435L. Literacy Across the Content Areas Lab	
Choose 1 course:	2-4
ART 370. Art Methods II	
COM 201. Oral Communication	
DAN 202. Creative Dance for Children	
EDU 256. Integrated Visual & Performing Arts	
ENG 315. History/Grammar of English	
GEO 101. Principles of Geography	
REL 373. Non-Western Religions	
SOC 208. Cultural Anthropology	
SOC 250. Multicultural Perspectives	
SOC 306. Race & Ethical Relations	
Other Requirements:	
Take a comprehensive examination in the major	0

SCHOOL OF FINE ARTS

Dr. Daniel Kiser, Professor and Chair

ART FACULTY:

Professor Robert Winter

Associate Professor Timothy Hicks

MAJOR: Art Education (BA), Graphics Design (BA), Studio Art (BA)

MUSIC FACULTY:

Professors John Cheek, Daniel Kiser

Associate Professors Paul Weber, Christopher Nigrelli, Florence Jowers

Artist in Residence Judith Burbank

MAJORS: Music (BA), Music Education (BM), Music Performance (BA), Sacred Music (BA)

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

THEATRE FACULTY:

Associate Professor Joseph Sturgeon

MAJORS: Theatre (BA)

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

ART

The Art Education major is designed to prepare students to teach visual arts in the public schools. Successful completion of the Art Education Major leads to North Carolina Teacher Licensure in grades K-12. The major may also be used as a first step to graduate school for those interested in pursuing a career in studio art or those seeking to teach at the college level. The Art Education major earns a B.A. degree.

Students preparing for careers in graphic design may follow the major in Graphic Design. A strong aesthetically based curriculum, this major includes coursework in design, applied visual arts, web design, advertising, and an internship in graphic design. Students who choose to do so may add course work in print media, journalism or other specific areas of focus.

Serving students who seek preparation for a career in visual arts as practicing studio professionals or as a foundation for graduate school, the major in Studio Art provides students with in depth study of aesthetic principles and art history, and with hands-on studio experiences in drawing, painting, sculpture, photography, printmaking, and electronic media.

Students preparing for a career in Arts Management may follow the Interdisciplinary Studies major in Arts Management. Students select a track in Music, Theatre, or Visual Arts. Please see the Interdisciplinary Studies section of the catalog for details.

MAJOR: ART EDUCATION, GRAPHIC DESIGN

MINORS: Art Therapy, Visual Arts.

A minor in Art Therapy requires forty one credits consisting of Art 201, 211, 217, 221, 225, 341 or 342, 360, 401, 450, Psychology 100, 320, 330, 332 and 434.

A minor in Visual Arts requires twenty-one credits consisting of Art 201, 211, 221, 341, 342 and six credits from Art 217, 225, 311, 321, 360 and 383.

HONORS: Students majoring in Art Education or Graphic Design who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in Art. To graduate "With Honors in Art," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete six to nine credits of honors courses in the major area, including Art 490.

ART EDUCATION MAJOR:

84-86 CREDITS

Art:

201. Design I	3
205. Photography	3
206. Sculpture	3
211. Drawing	3
217. Philosophy of Art	3
221. Painting I	3
223. Graphic Reproduction Techniques	3
225. Ceramics	3
321. Painting II	3
341. History of Art I	3
342. History of Art II	3
360. Art Methods I	3
370. Art Methods II	3
371. Painting III	3
400. Senior Portfolio or 490. Senior Honors Thesis	1-3
Choose one course from:	3
301. Design II	
311. Drawing II	
383. Special Topics in Art	
441. History of Art III	

Education:

201. Foundations in Education	3
215. Family-School-Community Relations	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
412. Secondary/K-12 Teach Methodology Seminar	2
430. Field Experience—Secondary/K-12	1
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0
440. Student Teaching in Secondary/K-12	12

Psychology:

100. General Psychology	3
Take a Comprehensive Assessment Examination in the major	0

GRAPHIC DESIGN MAJOR:**71-73 CREDITS****Art:**

201. Design I	3
205. Photography	3
206. Sculpture	3
211. Drawing I	3
217. Philosophy of Art	3
221. Painting I	3
223. Graphic Reproduction Techniques	3
301. Design II	3
311. Drawing II	3
321. Painting II	3
341. History of Art I	3
342. History of Art II	3
371. Painting III	3
421. Design III	3
451. Internship in Graphic Design	3
Choose one course from:	1-3
400. Senior Portfolio	
490. Senior Thesis	

Business:

364. Advertising	3
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Economics:

121. Principles of Macroeconomics	3
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Computer Science:

134. Intro to JAVA Programming	2
220. Web & Net-Centric Design	4

Mathematics:

129. Pre-Calculus	4
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Choose one course from:

115. Statistics	3
126. Applied Calculus	3
240. College Geometry	3

Other requirements:

Take a Comprehensive Examination in the major	0
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STUDIO ART MAJOR:**46-48 CREDITS****Art:**

201. Design I	3
205. Photography	3
206. Sculpture	3
211. Drawing I	3
217. Philosophy of Art	3
221. Painting I	3
223. Graphic Reproduction Techniques	3
225. Ceramics	3
301. Design II	3
311. Drawing II	3
321. Painting II	3
341. History of Art I	3
342. History of Art II	3

371. Painting III	3
441. History of Art III	3
Choose one course from:	1-3
400. Senior Portfolio	
490. Senior Thesis	

MUSIC

The Bachelor of Music Education degree qualifies students to teach music in the public schools with certification (K-12) by the State of North Carolina. This degree is accredited nationally by NCATE and in North Carolina by the NCDPI.

The Bachelor of Arts in Music Performance prepares students with a performing proficiency in organ, piano, voice, or any of the orchestral instruments (brass, winds, strings, percussion). Students preparing for graduate school in music or a professional career in music generally follow the performance major.

The Bachelor of Arts degree with Music Major is designed for students who want a general aesthetic background in the history, theory, and appreciation of music. This particular program allows students to combine other areas of interest with music such as Theatre, Family Ministries, Religion, or Business. Students who wish to pursue a double major in Music and another discipline should see their Music faculty advisor for information.

Students perparing for careers in church music or who plan to go on to graduate study may choose to major in Sacred Music. Performance concentrations will focus on keyboard (organ or piano), voice, or orchestral instrument. Additionally, Lenoir-Rhyne offers an Interdisciplinary Studies in Sacred Music. See the Interdisciplinary Studies section of the catalog for details.

Students preparing for a career in Arts Management may follow the Interdisciplinary Studies major in Arts Management. Students select a track in Music, Theatre, or Visual Arts. Please see the Interdisciplinary Studies section of this catalog for details.

Students receiving music scholarships are required to complete an applied music course and participate each semester in their primary major ensemble.

Regular attendance (see the Music student handbook on the Music Program website for specifics) at college-sponsored music events is required for all music majors and minors. Failure to comply will result in a grade reduction in the student's principal area of performance.

ENTRANCE AUDITIONS: An entrance audition is required for students following a music major or minor. Some of the music ensembles also require auditions.

MINORS: Music, Sacred Music

CONCENTRATION: Sacred Music

Note: This is not the same program as the Interdisciplinary Studies major with a concentration in Sacred Music.

A minor in Music requires a minimum of twenty-two credits consisting of Music 090 or proficiency, 103, 104, 111, 201, 202, 254 or 255 and seven credits of applied music—lower division.

A minor in Sacred Music requires twenty-one credits consisting of Music 270, 272,

273, 370, 471, 472, four credits of A Cappella Choir, and five credits from the following: Dance 204, Music 271, 371, 420, one credit of Handbell Ensemble, applied music-lower division, Philosophy 217, and Religion 301. Sacred music minors must participate in four semesters of Chapel Choir, two semesters of Campus Ministry, and Sacred Music Workshops as offered.

The concentration in Sacred Music requires a minimum of forty-two credits consisting of Music 090 or proficiency, 111 (Music 200 may be substituted), 270, 272, 273, 370, 371, 420, 470, 471, 472, and six credits from the following: Music 103, 104, 254, 255, 271, 301, 372, Religion 261, 262, 330 and, either Keyboard track (eight credits of applied music-lower division, Music 214, six credits of A Cappella Choir, and two credits of Handbell Ensemble), Voice track (seven credits of applied music-lower division, Music 105, 106, six credits of A Cappella Choir, and two credits of Handbell Ensemble), or Instrumental track (six credits of applied music-lower division, Music 105, 106, 214, three credits of A Cappella Choir, one credit of Handbell Ensemble, and four credits of Concert Band). Sacred music concentrations must participate in six semesters of Chapel Choir, two semesters of Campus Ministry, and Sacred Music Workshops as offered.

HONORS: Students majoring in music and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Music. To graduate “With Honors in Music,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and a GPA of 3.5 in the honors courses. In addition, they must complete eight credits in honors work in the major area including Music 490 and five credits in non-music honors courses.

MUSIC MAJOR:	43-46 CREDITS
Music:	
090. Music Fundamentals or proficiency	0-2
103. Harmony I	3
104. Aural Skills I	1
111. Introduction to Music Literature	2
201. Harmony II	3
202. Aural Skills II	1
203. Harmony III	3
204. Aural Skills III	1
254. Music History & Literature I	3
255. Music History & Literature II	3
Choose four credits from:	4
301. Orchestration	
302. Advanced Form & Analytical Technique	
303. Counterpoint	
420. Choral Conducting & Literature	
421. Instrumental Conducting & Literature	
Ensembles:	
Primary Major Ensemble	8
Applied Area—choose one:	
Instrumental:	
Applied Primary Area—Lower Division	4
Applied Primary Area—Upper Division	5

105. Class Piano I or Applied Piano	1
106. Class Piano II or Applied Piano	1
214. Vocal Techniques	1
Keyboard:	
Applied Primary Area—Lower Division	4
Applied Primary Area—Upper Division	6
214. Vocal Techniques	1
Vocal:	
Applied Primary Area—Lower Division	4
Applied Primary Area—Upper Division	5
105. Class Piano I or Applied Piano	1
106. Class Piano II or Applied Piano	1
Other Requirements:	
Take a Comprehensive Assessment Examination in the major.	0

MUSIC EDUCATION MAJOR:**95-97 CREDITS****Education:**

201. Historical/Philosophical/Sociological Foundations of Education	3
215. Family-School-Community Relationships	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
412. Secondary/K-12 Teaching Methodology Seminar	2
430. Field Experience in Secondary/K-12 Education	1
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0
440. Student Teaching in Secondary/K-12	12

Music:

090. Music Fundamentals or proficiency	0-2
103. Harmony I	3
104. Aural Skills I	1
105. Class Piano I or Applied Piano (Keyboard)	1
106. Class Piano II or Applied Piano (Keyboard)	1
111. Introduction to Music Literature	2
201. Harmony II	3
202. Aural Skills II	1
203. Harmony III	3
204. Aural Skills II	1
210. Brass Techniques	1
211. Percussion Techniques	1
212. String Techniques	1
213. Woodwind Techniques	1
214. Vocal Techniques	1
254. Music History & Literature I (Fulfills core)	3
255. Music History & Literature II	3
301. Orchestration	2
422. Elementary & Middle School Methods	2
454. Period Study in Music History	2

Choose one course from:	3
420. Instrumental Conducting & Literature	
421. Choral Conducting & Literature	
Choose one course from:	2
423. Instrumental Methods	
424. Choral Methods	
492. Senior Recital	1
Ensembles:	
Primary Major Ensemble	7
Applied Music:	
Applied Primary Area—Lower Division	6
Applied Primary Area—Upper Division	5
Psychology:	
100. General Psychology (Fulfills Core)	3
Other Requirements:	
Take a Comprehensive Assessment Examination in the major.	0

MUSIC PERFORMANCE MAJOR:**67-69 CREDITS****Music:**

090. Music Fundamentals or proficiency	0-2
103. Harmony I	3
104. Aural Skills I	1
105. Piano Class I or Applied Piano	1
106. Piano Class II or Applied Piano	1
111. Introduction to Music Literature	2
201. Harmony II	3
202. Aural Skills II	1
203. Harmony III	3
204. Aural Skills III	1
214. Vocal Techniques	1
254. Music History & Literature I (Fulfills core)	3
255. Music History & Literature II	3
301. Orchestration	2
303. Counterpoint	2
392. Junior Recital	1
454. Period Study in Music History	2
492. Senior Recital	1
Choose one from:	3
420. Choral Conducting & Literature	
421. Instrumental Conducting & Literature	

Ensembles:

Primary Major Ensembles	8
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Performance:

Applied Primary Area—Lower Division	8
Applied Primary Area—Upper Division	6
Applied Secondary Area or Upper Division Primary	5

Other Requirements:

Voice Principals — Language 110 Exclusive of Core Requirements	6
Take a Comprehensive Assessment Examination in the major.	0

SACRED MUSIC MAJOR:**74 CREDITS****Music:**

090. Music Fundamentals or proficiency	0-2
103. Harmony I	3
104. Aural Skills I	1
111. Introduction to Music Literature	2
201. Harmony II	3
202. Aural Skills II	1
203. Harmony III	3
204. Aural Skills III	1
254. Music History & Literature I (Fulfills core)	3
255. Music History & Literature II	3
270. Worship	3
271. Development of Children's Choir	2
272. Hymnody	2
273. Chanting	1
301. Orchestration	2
303. Counterpoint	2
370. History of Sacred Music	3
371. Resources & Repertoire in Sacred Music	2
420. Choral Conducting & Literature	3
454. Period Study in Music History	2
470. Field Work in Sacred Music	1
471. Sacred Music Project	1
472. Critical Issues in Church Music	2
492. Senior Recital (Full recital or 2 half recitals)	1

Ensembles:

Handbell Ensemble	2
A Cappella Choir (Instrumental Track 4 credits Choir, 4 credits Concert Band)	8

Applied Music—Choose one:**Instrumental:**

Applied Primary Area—Lower Division	4
Applied Primary Area—Upper Division	7
105. Piano Class I	1
106. Piano Class II	1
214. Vocal Techniques	1
Applied Music Primary Area or Piano or Voice	1

Organ:

Applied Primary Area—Lower Division	4
Applied Primary Area—Upper Division	7
Applied Primary or Secondary Area	2
214. Vocal Techniques	1
372. Service Playing	1

Piano:

Applied Primary Area—Lower Division	4
Applied Primary Area—Upper Division	5
Applied Organ—Lower Division	4
214. Vocal Techniques	1
372. Service Playing	1

Voice:

Applied Primary Area—Lower Division	4
Applied Primary Area—Upper Division	7
Applied-Piano or Organ	2
105. Piano Class I	1
106. Piano Class II	1

Other Requirements:

Take a Comprehensive Assessment Examination in the major.	0
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Service:

- Chapel Choir—Six Semesters
- Campus Ministry—Two Semesters
- Sacred Music Workshops as Offered.

THEATRE

Grounded in the liberal arts tradition and tailored to fit a student’s individual needs, the Theatre Arts program at Lenoir-Rhyne College is intensive and rewarding. Students pursue course work in dramatic theory, history, and literature as well as various studio courses in all phases of production work (performance, stage and camera, scenography, stage technology and management). Supplementing class work is a rigorous production program involving mainstage shows, student laboratories, and touring programs.

Full-time faculty instruct and produce for the stage. Visiting artists and practicing professionals teach during limited residencies and workshops. Internship programs with regional theatres, career counseling and job placement, study abroad, and honors are available. The Theatre major earns a B.A. degree.

MINOR: A minor in Theatre requires twenty credits consisting of Theatre 110, 220, 260, 265, and 450. In addition, certain production responsibilities must be met.

HONORS: Students majoring in Theatre who are judged qualified by the faculty may, upon invitation, elect to pursue honors work in Theatre. To graduate “With Honors in Theatre”, students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete twelve credits of honors courses in the major area, including Theatre 490.

THEATRE MAJOR: 52 CREDITS

Performance Block:

110. Acting Studio I	4
450. Directing	4

Design/Technology Block:

220. Stage Technology I	4
230. Stage Design I	4

Advanced Study (choose one course): 4

- 210. Acting Studio II
- 320. Stage Technology II
- 330. Stage Design II

History/Literature Block:

260. History of Theatre and Drama I	4
265. History of Theatre and Drama II	4

Production Block (choose 16 credits):

16

- 180. Production I
- 181. Production II
- 280. Production III
- 281. Production IV
- 370. Production V
- 371. Production VI
- 480. Production VII
- 481. Production VIII
- 385. Production Internship I
- 485. Production Internship II

Electives (choose 8 credits):

8

- ART 201. Basic Color and Design
- ART 211. Drawing
- ART 301. Color and Design
- ART 311. Life Drawing
- DAN 101. Ballet I
- DAN 102. Modern Dance I
- DAN 103. Tap and Jazz
- DAN 201. Ballet II
- DAN 202. Modern Dance II
- DAN 203. Tap and Jazz II
- PHI 217. Philosophy of Art
- THR 235. Stage Make-up
- THR 270. Script Writing
- THR 315. Stage Combat
- THR 325. Stage Management
- THR 490. Senior Honors Thesis or Project

Other requirements:

- Take a comprehensive assessment examination in the major.

0

SCHOOL OF HEALTH SCIENCES

Dr. Katherine Pasour, Associate Professor and Chair

HEALTHFUL LIVING AND SPORTS STUDIES FACULTY:

Associate Professors Michael McGee, Katherine Pasour

Assistant Professors Joe Smith, Ashley Long, Tony Santo

MAJORS: Health and Exercise Science (BS), Physical Education K-12 (BA), Sports Management (BA), Athletic Training (BS)

NURSING FACULTY:

Professors Kathy Collins, Linda Reece (Division Head)

Associate Professors Sylvia Bradshaw, Kerry Thompson, Judith Hilton

Assistant Professors Linda Johanson, Sarah Kulinski, Kathryn Tinkelenberg

Assistant-in-Instruction Barbara Rauscher, Tabitha Toney, Rachel Cozort

MAJOR: Nursing (BS) – Prelicensure and Gateway for RNs

OCCUPATIONAL THERAPY FACULTY:

Professor Sally Jackson

Associate Professor Teresa Norris

Assistant Professor Toni Oakes (Division Head)

MAJOR: Human Occupational Studies (BS), Occupational Therapy (MS)

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

HEALTHFUL LIVING AND SPORTS STUDIES

NOTE: All HLSS majors must make a minimum of a “C” in all required major courses. Majors who fail to make a “C” in any required course must repeat that course until the satisfactory “C” is made.

MINORS: Dance, Exercise Science, Sports Studies, Health.

A minor in Dance requires nineteen credits consisting of Dance 101, 104, 105, 106, 107, 201, 202, 203 and 204.

A minor in Exercise Science requires twenty four credits consisting of Biology 281 and 282, Healthful Living 285, 287, 300, 303, 320, and 321.

A minor in Sports Studies requires eighteen credits consisting of Healthful Living 200, 203, 206, 210, 408, and 409.

A minor in Health requires twenty-one credits consisting of Healthful Living 280 or 286, 287, 285, 290, 292, 310 and 321, and Psychology 328.

Cross-Training Leadership Certificate requires thirteen credits, including HLS 121, HLS 383 (two different topics), REL 261 and 262.

HONORS: Students majoring in Health and Exercise Science, Physical Education K-12, Sports Management, or Athletic Training and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Healthful Living & Sports Studies. To graduate “With Honors in Healthful Living & Sports Studies,” students must have a minimum

cumulative GPA of 3.0 and a minimum major GPA of 3.2. The student must complete 410H and 490, with a minimum grade of “B” in each course. In addition, they must present a thesis either before the faculty or at an appropriate professional conference.

HEALTH AND EXERCISE SCIENCE

The Health and Exercise Science major offers professional preparation leading to careers in a variety of employment settings that offer health, wellness, fitness, or related programs. Graduates will have the skills needed to assess, plan, implement, and evaluate programs in settings such as public and private schools, community or healthcare organizations and corporate workplaces, or professional athletics. Additionally, this program provides the foundation for advanced study and research in related health fields. A Health and Exercise major earns a B.S. degree.

HEALTH AND EXERCISE SCIENCE MAJOR: 82-85 CREDITS

Biology:

281. Human Anatomy & Physiology I	4
282. Human Anatomy & Physiology II	4

Communication:

201. Oral Communication	4
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Healthful Living:

116. Weight Training	1
200. Intro to Kinesiology	4
285. First Aid and Emergency Care	1
288. Nutrition	3
300. Exercise Physiology	4
303. Biomechanics/Kinesiology	4
320. Exercise Evaluation and Prescription	3
321. Internship in Health and Exercise Science I	2
322. Internship in Health and Exercise Science II	2
410. Directed Reading and Research	3
421. Internship in Health and Exercise Science III	4
431. Sports Nutrition	3
436. Clinical Exercise Physiology	3

Mathematics

115. Elementary Statistics	3
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Choose one track from:

1. Clinical

Chemistry

103. General Chemistry I	4
104. General Chemistry II	4
201. Organic Chemistry I	4
202. Organic Chemistry II	4

Healthful Living

409. Sports Law	3
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Physics

121. General Physics I	4
122. General Physics II	4

Electives

9

2. Health and Fitness

Biology

110. Concepts of Biology	3
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Chemistry

110. Concepts of Chemistry	3
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Healthful Living

205. Principles of Sports Management	3
207. Motor Learning	3
220. Facility Management	3
290. Community Health	3
292. Health Promotion Management	3

Physics

110. Concepts of Physics	3
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Electives

12

Other Requirements:

Take the ACSM H/FI Certification Exam	0
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PHYSICAL EDUCATION K-12

The Physical Education K-12 major is designed for the student pursuing a career in teaching and coaching in public schools. The major stresses field experiences through methods courses, adapted physical education opportunities, and educational internships. The curriculum provides a balance of activities grouped under the psychomotor, cognitive, and affective domains. These activities include sequential progression, performance objectives, and prescribed evaluation procedures. Students enrolled in Physical Education K-12 licensure program must successfully complete all parts of Praxis I before taking any EDU or HLS 300 level courses. A Physical Education K-12 major earns a B.A. degree.

PHYSICAL EDUCATION K-12 MAJOR:**89 CREDITS****Biology:**

281. Anatomy & Physiology I	4
282. Anatomy & Physiology II	4

Dance:

101. Recreational Dance	1
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Education:

201. Historical/Philosophical/Sociological Foundations in Education	3
215. Family-School-Community Relations	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
412. Secondary/K-12 Teaching Methodology Seminar	2
430. Field Experience—Secondary/K-12	1
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0
440. Student Teaching in Secondary/K-12 School	12

Healthful Living:

Aquatics—107, 108, 120, 131 or 132 or proficiency *	0-2
102. Gymnastics	1
111. Aerobics	1
121. Outdoor Skills	1
126. Team Sports I	1
127. Team Sports II	1
200. Introduction to Kinesiology	3
205. Principles of Sports Management	3
207. Motor Learning	3
208. Physical Education for the Elementary School	3
285. First Aid & Emergency Care	1

287. Personal Health and Nutrition	3
300. Exercise Physiology	4
301. Adapted Physical Education	3
302. Physical Education for Secondary School	3
303. Biomechanics/Kinesiology	4
410. Directed Readings and Research	3
415. Senior Teaching Strategies	2
Choose one course from:	2-3
280. Methods and Materials in Healthful Living	
286. Health Education for Elementary and Middle Schools	
Psychology:	
100. General Psychology	3
Other Requirements:	
Take a Comprehensive Assessment Examination in the major	0

*Successful completion of the swimming proficiency test will exempt students from the aquatics requirement. Students who fail to take the proficiency test or do not pass the test by the middle of their junior year must successfully complete HLS 107, 108, 120, 130, 131 or 132 to graduate with a Healthful Living or Sports Studies major. Students should note that, at the present time, beginning swimming is offered on alternate years only. The swimming proficiency test will be administered once each semester.

OBJECTIVES:

1. To develop and refine students' personal skills capabilities in a wide range of activities.
2. To utilize various teaching methodologies to create personalized learning opportunities.
3. To plan innovative learning experiences in the psychomotor, cognitive, and affective domains.
4. To understand the mechanical principles of movement and the effects of exercise and other health related factors on the human body.
5. To demonstrate patterns of positive social behavior and interpersonal relationships in all forms of competitive activity.
6. To serve as positive models epitomizing personal health and fitness.
7. To evidence professional commitment through membership and involvement in local, state, and national physical education organizations and continuous professional study.

SPORTS MANAGEMENT

The Sports Management major is designed for the student seeking a career in sports administration, sports retail, health and fitness center management, resort management, sports communication, or public relations. The curriculum is designed to coincide with the guidelines of the North American Society of Sports Management and the National Association for Sport and Physical Education. The Sports Management major earns a B.A. degree and shall choose a course of study concentrating in Business, Communication, Health, or Exercise Science. These tracks allow a student to further specialize in areas of interest in the field while gaining a sound overall base of knowledge needed by all degree recipients in Sports Management.

SPORTS MANAGEMENT MAJOR: 56-64 CREDITS**Business:**

340. Business Management	3
360. Marketing	3
366. Sports Marketing	3

Communication:

201. Oral Communication	4
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Healthful Living:

Aquatics—107, 108, 120, 130, 131, 132 or proficiency*	0-2
200. Introduction to Kinesiology	3
205. Principles of Sports Management	3
206. Psychology of Sport and Physical Activity	3
210. Sociology of Sport	3
220. Facilities Management and Design	3
285. First Aid and Emergency Care	1
287. Personal Health and Nutrition	3
315. or 316. Sports Management Internship I or II	2
408. Critical Issues in Sport	3
409. Sports Law	3
416. Sports Management Field Experience	4

Choose one Track from:

1. **Business:**

ACC 231. Accounting Principles I	3
BUS 344. Business Finance	3
BUS 370. Business Law	3
BUS Elective – BUS 349 Managing the Small Business Preferred	3
2. **Communication:**

COM 120. Communication Appreciation	3
COM 209. Media Writing I	4
COM 320. Media Law	4
COM Elective	4
3. **Health:**

Choose one course from:	2-3
280. Methods and Materials in Healthful Living	
286. Health Education for Elementary Schools	
HLS 290. Community Health	3
PSY 201. Social Psychology	4
PSY 328. Health Psychology	4
4. **Exercise Science:**

BIO 281. Human Anatomy & Physiology I	4
BIO 282. Human Anatomy & Physiology II	4
HLS 300. Exercise Physiology	4
HLS 303. Biomechanics/Kinesiology	4
HLS 307. Therapeutic Exercise & Rehabilitation	4

Other requirements:

Take a Comprehensive Assessment Examination in the major

*Successful completion of the swimming proficiency test will exempt students from the aquatics requirement. Students who fail to take the proficiency test or do not pass the test by the middle of their junior year must successfully complete HLS 107, 108, 120, 131 or 132 to graduate with a Healthful Living or Sports Studies major. Students should note that, at the present time, beginning swimming is offered on alternate years only. The swimming proficiency test will be administered once each semester.

OBJECTIVES:

1. To serve as a positive role model epitomizing personal health and fitness.
2. To develop and refine students' personal skills capabilities in a wide range of courses.
3. To understand the diverse roles sports play in American society.
4. To unitize field experiences to create personalized learning opportunities.

ATHLETIC TRAINING

The Athletic Training Program is accredited by the Commission on Accreditation of Athletic Training Education and is designed to prepare students to qualify for certification by the National Athletic Trainers' Association as an Athletic Trainer. Courses and experiences are designed to prepare the student as a professional decision maker. A strong emphasis is placed on academic and clinical education within the degree. With this academic charge, the program prepares qualified professionals who are able to use their knowledge and skills in providing service to athletes of all ages and abilities. A major in Athletic Training earns a B.S. degree.

ADMISSIONS POLICIES AND PROCEDURES:

Admission to the College does not ensure admission to the Athletic Training Program. Students wishing to complete the Athletic Training Program with the intent of becoming a Certified Athletic Trainer must follow the process outlined below and meet all criteria.

- An application for admission must be filed by **March 15** during the student's freshman year or upon completion of all prerequisites.
Prerequisite/Corequisite Courses:
HLS 150. Introduction to Athletic Training
HLS 151. Clinical Education I
HLS 211. Prevention and Care of Athletic Injuries
BIO 110. Concepts in Biology or approved alternative course
- Completion of HLS 151 Clinical Education I – Basic Skills in Athletic Training with an 85% proficiency on Objective Evaluation.
- All students must have an overall GPA of 2.5.
- All students must have a major GPA of 2.85.
- Completion of directed observation hours in the Lenoir-Rhyne College Athletic Training Program or at an approved alternative
- Completion of the Lenoir-Rhyne College application and payment of all tuition and fees
- Completion of the Athletic Training Application
- Official transcripts from all previously attended universities or colleges
- Submission of professional portfolio for review
- Satisfactory completion of the above criteria enables students to be considered for a departmental review.

SPECIAL CIRCUMSTANCES

Athletes: Students wishing to participate in a sport and to be in the athletic training program are limited to participation in one sport that has a season lasting one semester (Basketball season is considered to be one semester). Student athletes are encouraged but not required to:

- a. stay an additional year while not participating in a sport to complete the program (or)

- b. not participate in their sport during their fourth year and complete the education program.

Transfers: Transfer students must meet all eligibility requirements for admission into the program. If the student has a athletic training background and meets all admissions requirements, then they are deemed eligible for admission. If the student has no background in athletic training, then they will have to complete all requirements for admission prior to application. If a student is a transfer athlete, then they will have to meet both sets of guidelines above for transfer students and athletics.

Double majors: A double major with teacher education requires students to stay an additional year to complete student teaching. Other double majors will require extra semesters in order to focus solely on the athletic training program.

All special circumstances must be reviewed with the Director of Athletic Training early in the students' academic career to provide for adequate planning.

PROGRAM PROGRESSION

To maintain student status, all students must meet the following general requirements on a semester by semester basis:

- 1. Maintain an overall GPA of 2.5 and a major GPA of 2.85
- 2. Receive no lower than a "C" in major courses
- 3. Successfully complete all components for the current level
- 4. Maintain "Average" to "High" rating on Progress Evaluations

Failure to achieve the above standards will result in a program warning. The warning will be issued to the student and placed in his/her personal file. If the student fails to meet the general requirements within a semester, he or she will be dismissed from the program. If a student is dismissed, he/she may appeal the decision to the Athletic Training Student Council for consideration. The Council will hear the case and make recommendations to the Program Staff. The Program Staff will consider the recommendations and consult with the Faculty of the School of Health Sciences. At this time, a final decision will be determined. If a student successfully appeals the case, then he/she will be readmitted to the program.

ATHLETIC TRAINING MAJOR:		76-78 CREDITS
Biology:		
110. Concepts of Biology		3
281. Anatomy & Physiology I		4
282. Anatomy & Physiology II		4
Healthful Living:		
Aquatics—107, 108, 120, 130, 131, 132, or proficiency		0-2
150. Intro to Athletic Training		3
200. Introduction to Kinesiology		3
211. Prevention and Care of Athletic Injuries		2
226. Clinical Education II Part I		2
227. Clinical Education II Part II		2
234. Therapeutic Modalities		3
239. Therapeutic Exercise and Rehabilitation		2
241. Athletic Injury Management I		4
287. Personal Health and Nutrition		3
300. Exercise Physiology		4
303. Biomechanics/Kinesiology		4
326. Clinical Education III Part I		3
327. Clinical Education III Part II		3
342. Athletic Injury Management II		4

355. Pathology and Pharmacology for Athletic Training	4
393. Athletic Injury Management III	4
426. Clinical Education IV Part I	4
427. Clinical Education IV Part II	4
460. Organization & Administration of Athletic Training	2
Physics:	
110. Concepts in Physics	3
Psychology:	
100. General Psychology	3
Other Requirements:	
Take a Comprehensive Assessment Examination in the major	0

*Successful completion of the swimming proficiency test will exempt students from the aquatics requirement. Students who fail to take the proficiency test or do not pass the test by the middle of their junior year must successfully complete HLS 107, 108, 120, 130, 131 or 132 to graduate with a Healthful Living or Sports Studies major. Students should note that, at the present time, beginning swimming is offered on alternate years only. The swimming proficiency test will be administered once each semester.

OBJECTIVES:

1. To develop competent allied health professionals by providing students with:
 - a. An excellent liberal arts core curriculum supplemented by a strong science and math background.
 - b. A professional education component which will lead to genuine understanding of the domains of athletic training set forth by the NATA.
 - c. Laboratory and clinical education experiences of sufficient quality and duration to assure the translation of theory to practice.
2. To prepare students to meet the eligibility requirements for NATA BOC certification.
3. To prepare students to qualify for post-graduate education.
4. To promote professionalism in the field through quality work, research, and continuing education.
5. To allow students the opportunity to develop administrative skills necessary in the allied health fields.
6. To help students develop the requisite skills, broad understanding, and flexibility that will enable them to:
 - a. Recognize, adapt to, and profit from the various professionals they will come in contact with through clinical education and as they enter the profession.
 - b. Eventually become self-actualized professionals.
7. To prepare qualified professionals who are able to use their knowledge and skills in providing service to athletes of all ages and abilities. Athletically, the program strives to provide total health care for the athletic population.

NURSING

The purpose of Lenoir-Rhyne College's baccalaureate program in nursing is to prepare students to be professional nurses incorporating a Christian caring approach. The program provides a balance of study in both liberal arts and professional nursing, drawing from the humanities and from biological, social, and behavioral sciences. In the Nursing major, students gain expertise using a holistic approach in a variety of settings to maximize their clients' health potential. Students are prepared as generalists to provide nursing care for individuals, families, and communities using

therapeutic communication, nursing process, and critical thinking skills. Graduates, prepared in professional care roles, are able to pursue graduate study. The Nursing major earns a B.S. degree.

HONORS

Students majoring in Nursing and judged qualified by the faculty may, upon invitation, pursue honors work in Nursing. To graduate with “Honors in Nursing,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.25, and complete six credits of nursing honors courses.

ACCREDITATION

The Lenoir-Rhyne College baccalaureate nursing program is approved by the North Carolina Board of Nursing [Box 2129, Raleigh, NC 27602-2129, (919) 782-3211], and accredited by the Commission on Collegiate Nursing Education, One Dupont Circle NW, Suite 530, Washington, DC, 20036, (202) 887-6791.

ADMISSION POLICIES

Students are admitted to the program regardless of handicap, race, religion, age or gender. Students declaring nursing as a major and meeting selected SAT and high school GPA criteria and having high school chemistry are accepted into the Nursing program at the same time they are admitted to the college on a space-available basis. Other students not meeting those criteria can be admitted to the college as an undeclared major and apply to nursing at the end of the freshman year. Students with no prior college work will be considered on a rolling admission basis. Decisions about students who are transferring, changing majors, or being re-admitted will be made by August 15, November 1, February 1, April 1, and May 15. Contact the admissions office for application deadlines: www.lrc.edu/admissions. The most qualified candidates will be selected for admission.

All acceptances are contingent upon submission of a satisfactory health appraisal prior to entering the program. Admission/progression into sophomore-level nursing courses is contingent upon a criminal background check from an approved vendor. Based upon the results of the criminal background check students may not be able to complete certain clinical requirements or the graduate may not be able to be licensed. For further information on approved vendors contact the Division of Nursing at 828-328-7281. For more information about licensure contact the NC Board of Nursing at 919-728-3211 or www.ncbon.org.

GATEWAY PROGRAM

The purpose of the Gateway Program is to provide an opportunity for RN graduates of an Associate Degree or Diploma program to obtain a B.S. Degree in Nursing. The program is designed as a part-time program, but can be completed on a full-time basis. The following criteria apply to progression of RN-BSN students into 300 level Gateway nursing courses:

1. Cumulative minimum grade point average of 2.5.
2. Current, unrestricted RN license in North Carolina (verified prior to fall classes).
3. Verification of proficiency on medication math via one of the following:
 - a. Show proof of competency through employer, or
 - b. Demonstrate 90% accuracy on math exam (three opportunities to pass).

Upon completion of NUR 300, 36 hours of credit will be awarded which may help meet the 32 residency hours required at Lenoir-Rhyne. For complete progression policies, see L-R Nursing Division Student Handbook.

NURSING MAJOR:**86 CREDITS****Biology:**

220. Microbiology	4
281. Anatomy & Physiology I	4
282. Anatomy & Physiology II	4

Chemistry:

Choose one course from:	4
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101. Fundamentals of General Chemistry

Higher level chemistry with a lab

Mathematics:

115. Statistics	3
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Nursing:**1. Gateway Program:**

Credit after successful completion of NUR 300	36
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202. Assessment of Health Status	3
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300. Introduction to Professional Nursing	3
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305. Research in Nursing	3
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407. Managing the Care of Clients	3
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410. Caring for Families & Communities	4
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411. Applied Nursing Care	3
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2. Prelicensure Program:

201. Concepts of Aging	3
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202. Assessment of Health Status	3
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250. Nursing Fundamental I	3
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251. Nursing Fundamental II	3
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303. Care of Clients/Infancy—Adolescence	4
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304. Care of Clients/Reproductive Years	5
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305. Research in Nursing	3
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320. Care of Adults/Physiological Problems I	5
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321. Care of Adults/Physiological Problems II	5
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407. Managing the Care of Clients	3
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408. Applied Nursing Care	4
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430. Care of Clients/Psychiatric/Mental Health	4
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445. Care of Adults/Physiological Problems III	5
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446. Care of Families & Home Health Individuals	2
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447. Community Health Nursing/Aggregate	3
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Psychology:

100. General Psychology	3
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Sociology:

Sociology Elective	3
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Other Requirements:

EDU 220. Child & Adolescent Development OR	
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PSY 320. Developmental Psychology AND	3
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SCI 300. Environmental Science	3
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Take a Comprehensive Assessment Examination in the major.	0
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PROGRESSION POLICY

Prelicensure students must earn a minimum cumulative GPA of 2.5 to enter Level I (sophomore) nursing courses, and a minimum cumulative 2.5 GPA on selected science and nursing courses to enter Level II (Junior) nursing courses for automatic

progression. Certain science courses and all nursing courses must be completed with a grade no lower than “C-”. Progression criteria are provided in the Lenoir-Rhyne College Nursing Division Student Handbook. Special health requirements for progression are also listed in the handbook.

HEALTH AND IMMUNIZATION STATUS POLICY

North Carolina Law requires that nursing students have an appraisal of physical and emotional health before conditional admissions are finalized. Therefore, the Health Appraisal Form, which provides evidence of satisfactory physical and emotional health, must be on file before students will be allowed to attend classes. Required immunizations are listed on the Health Appraisal Form. These immunizations must be completed within 30 days of Registration. Students failing to complete immunizations are dismissed from class. Students will not be allowed in clinical unless these immunizations are complete. In addition to the required immunizations, students must complete the Hepatitis B series. The series must be started prior to the first clinical course and be completed by the end of the second clinical course, unless a waiver is signed. A waiver form may be obtained in the nursing office. Physicians or health care extenders may complete the Health Appraisal. (See the Lenoir-Rhyne College Nursing Division Student Handbook for further details.)

CPR

CPR certification is required before participation in the clinical portion of nursing courses. See the Student Handbook for description of CPR and fees.

FEES

A laboratory fee is charged for clinical and laboratory courses. These fees partially cover expenses unique to nursing such as standardized testing, lab supplies, crosses, and ceremonies. Please refer to the fee section of the catalog.

TRANSPORTATION

Students must provide their own transportation for clinical courses.

END OF PROGRAM COMPETENCY ASSESSMENT

During the senior year, all students are required to complete competency exams. These exams are nationally normed, commercially available exams that assess nursing knowledge. These results enable Lenoir-Rhyne College senior outcome scores to be compared with outcome scores of senior baccalaureate nursing students around the nation. Each student will receive individualized results to identify areas of strength and weakness in a number of topic areas. Individualized results are handled confidentially. Students must take a competency examination to be eligible for graduation.

In addition, prelicensure students are evaluated for competencies relative to questions on the nursing licensure exam. Results will be used to:

1. Identify strengths as well as areas of weakness that need further study prior to taking the licensure exam
2. Identify areas of strength and weakness in critical decision-making
3. Identify potential areas for concentration within the clinical practicum experience (NUR 408).

HUMAN OCCUPATIONAL STUDIES/ OCCUPATIONAL THERAPY

The Occupational Therapy Program was initially accredited by the Accreditation Council for Occupational Therapy Education in December of 1996 and re-accredited in December 2001. Individuals with questions about accreditation status may call or write to the AOTA, 4720 Montgomery Lane, Bethesda, MD, 20824-1220, (301) 652-2682 or visit the website at www.aota.org. Graduates who obtain a degree in Occupational Therapy are eligible for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure to practice; however, state licenses are usually granted based on the results of the NBCOT Certification Examination. Licensure board in N.C. information can be found at www.ncbot.org.

ARTICULATION WITH OTHER PROGRAMS

In an official statement from the Education Department of the American Occupational Therapy Association, students are cautioned that the educational goals and sequence of OT and OTA programs are separate and distinct. Therefore, completion of, or admission into, one OT or OTA program does not in any way guarantee that a student is exempt from fulfilling the requirements of another program, should he or she decide to apply to that program.

PROGRESSION IN THE PROGRAM

Students may declare themselves as HOS majors as early as the freshman year.

A maximum of thirty students will be admitted to the Graduate Occupational Therapy Program. Criteria for admission to the MS degree program is published and made available to applicants via the website at www.LRC.EDU/OT.

To be eligible to take OCC designated courses which begin in the fall semester, students, who have completed the OT prerequisites and most core courses, must do the following:

1. Must be a student in good standing at Lenoir-Rhyne College with a cumulative GPA of 2.7.
 2. Anatomy/Physiology must be completed within five years of the fall semester of the Junior level course work. Students must have a grade of "C-" or better in BIO 281 and 282.
 3. Must complete all other OT prerequisite courses with a minimum grade of "C-" (BIO 110, CHE 110, PSY 100, 332; and 243/320 or 330; SOC 208, 250, or 306) by the end of the summer semester prior to taking OCC courses.
 4. Must complete all Lenoir-Rhyne College core requirements (except REL 400 or SCI 300) prior to the Junior level courses.
 5. Each student must follow a sequence of courses approved by the HOS faculty.
- It is highly recommended that any individual who is interested in the field of Occupational Therapy contact the Occupational Therapy Division about the graduate program which is required to practice as an OT professional.

PROGRESSION POLICY:

To maintain good academic standing and progress in the HOS degree Program students must satisfy the following criteria:

1. Maintain a GPA of 2.5 or better for each semester in OCC courses.
2. Attain a grade of "C" or better in all Junior and Senior HOS courses.

Students should refer to the HOS/OT Student Handbook for details and specific progression requirements.

HUMAN OCCUPATIONAL STUDIES MAJOR:

57-62 CREDITS

Courses, in addition to the L-R College core, which students must complete in the Freshmen and Sophomore years:

Biology:

- | | |
|------------------------------|---|
| 281. Anatomy & Physiology I | 4 |
| 282. Anatomy & Physiology II | 4 |

Chemistry:

- | | |
|----------------------------|---|
| 110. Concepts of Chemistry | 3 |
|----------------------------|---|

Mathematics:

- | | |
|-----------------|---|
| 115. Statistics | 3 |
|-----------------|---|

Psychology:

- | | |
|--------------------------|---|
| 100. General Psychology | 3 |
| 332. Abnormal Psychology | 4 |

Other Requirements:

- | | |
|-------------------------|-----|
| Choose one course from: | 3-4 |
|-------------------------|-----|

SOC 208. or Other Anthropology Elective

SOC 250. Multicultural Perspectives

Choose one course from:

EDU 220. Child & Adolescent Development

PSY 320. Developmental Psychology

HOS CURRICULUM

- | | |
|---|---|
| 300. Nature of Human Occupation | 4 |
| 310. Medical Terminology | 1 |
| 313. Musculoskeletal Anatomy/Movement Analysis | 4 |
| 314. Neuroscience for Rehabilitation | 4 |
| 316. Medical Conditions & Disability | 3 |
| 340. Med Developmental Conditions in Children | 2 |
| 360. Organization & Delivery of Health Care in US | 2 |
| 363. Professional Development | 3 |
| 364. Concepts of Research Rehabilitation | 2 |
| 421. Mental Health & Occupation | 5 |
| 432. Physical Rehabilitation & Occupation | 5 |
| 442. Pediatric Rehab Occupation | 5 |
| 451. Occupational Issues of Elders & Family | 3 |
| 452. Assistive Technology & Occupation | 3 |
| 463. Principles of Leadership & Management | 3 |
| 470. Practicum Fieldwork Level I | 3 |
| Take a Comprehensive Assessment Examination in the major. | 0 |

In order to have the requisite 128 hours to graduate, a student must complete a minimum of 6 hours of electives in addition to the L-R core and HOS major courses.

NOTE: MINIMUM GRADE REQUIREMENTS MUST BE MET TO APPLY TO THE OCCUPATIONAL THERAPY PROGRAM. PLEASE REFER TO ADMISSION REQUIREMENTS.

SCHOOL OF HISTORY, PHILOSOPHY, AND RELIGION

Dr. Larry Yoder, Professor and Chair

HISTORY FACULTY:

Professors Russ Benton, Carolyn Huff

Assistant Professor Paul Custer

MAJOR: History (BA)

PHILOSOPHY FACULTY:

Professors Phil Blosser, Richard Von Dohlen

MAJOR: Philosophy (BA)

RELIGION FACULTY:

Professors Joseph Glass, Rufus Moretz, Larry Yoder

Associate Professor David Ratke

MAJOR: Religious Studies (BA)

INTERDISCIPLINARY MAJOR: Religion and Philosophy (BA)

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

HISTORY

The History program seeks to provide a well-balanced and intellectually challenging major, flexible enough to meet the needs of students seeking a broad liberal arts background, a teaching career, admission to graduate or professional school, or work in the areas of applied or public history. With its focus on critical thinking and communication skills, History contributes to the liberal arts curriculum and intellectual engagement by appropriate participation in the Core Curriculum, and serves those students taking history courses as electives, as a minor area, or in conjunction with other majors. The History major earns a B.A. degree.

In addition, History in conjunction with other academic programs, offers Interdisciplinary Studies majors in American Studies and International Relations. Please refer to the Interdisciplinary Studies section of the catalog.

MINOR: A minor in History requires eighteen credits consisting of History 121, 122, 230, and nine credits of History electives (above 102), only six credits of which are allowed in United States History.

HONORS: Students majoring in History and judged qualified by the faculty may, upon invitation, elect to pursue honors work in History. To graduate "With Honors in History," students must have a minimum cumulative GPA of 3.2, a minimum major GPA of 3.5, and complete History 491 and 492. History 491 may count as a History elective and History 492 counts as three credits beyond the major requirements.

HISTORY MAJOR: 30 CREDITS**History:****United States:**

HIS 121. US History to 1865	3
HIS 122. US History Since 1865	3
One course in US History at the 300-level	3

European:

HIS 212. Modern British History OR	
HIS 262. Modern Russian History	3
HIS 230. The Twentieth Century: A Global History	3
One course in European History at the 300-level	3

Non-Western History:

One 200-level course	3
One 300-level course	3

Other Requirements:

HIS 400. Historical Research, Historiography, and Historical Interpretation	3
One History elective, excluding HIS 101 and 102	3
Take a Comprehensive Assessment Examination in the major	0

TEACHER LICENSURE IN SOCIAL STUDIES EDUCATION 9-12: 73 CREDITS

Beyond requirements for the major, teacher candidates majoring in History or one of the social sciences (i.e., Economics, Political Science, Psychology or Sociology) should take the following courses to address requirements of the state of North Carolina for teaching licensure in social studies on the secondary level (grades 9-12).

Economics:

121. Macroeconomics	3
122. Microeconomics	3

Education:

201. Historical/Philosophical/Sociological Foundations of Education	3
215. Family-School-Community Relationships	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
412. Secondary/K-12 Teach Methodology Seminar	2
420. Special Methods and Curriculum in Secondary School	2
430. Field Experience—Secondary/K-12	1
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0
440. Student Teaching—Secondary School/K-12	12

Geography:

Choose one course from:

101. Principles of Geography	
102. World Regional Geography	

History:**European:**

230. The Twentieth Century: A Global History	3
--	---

Non-Western:

One 200-level course	3
----------------------	---

United States:

- | | |
|------------------------------|---|
| 121. U.S. History To 1865 | 3 |
| 122. U.S. History Since 1865 | 3 |
| 248. North Carolina History | 3 |

Other History:

- | | |
|-------------------------------------|---|
| 400. Seminar in Historical Research | 3 |
|-------------------------------------|---|

Political Science:

- | | |
|--------------------------|---|
| 120. American Government | 3 |
|--------------------------|---|

Psychology:

- | | |
|-------------------------|---|
| 100. General Psychology | 3 |
|-------------------------|---|

Sociology:

- | | |
|-----------------------------|---|
| 100. Introductory Sociology | 3 |
|-----------------------------|---|

Choose one course from:	3-4
-------------------------	-----

- | | |
|-------------------------------------|--|
| SOC 208. Cultural Anthropology | |
| SOC 250. Multicultural Perspectives | |
| HIS 266. Archaeology | |

Other Requirements:

- | | |
|--|---|
| Take a Comprehensive Assessment Examination in the major paper with an oral defense. | 0 |
|--|---|

PHILOSOPHY

Courses in Philosophy seek to enrich students' appreciation of the history of philosophical reflection and to guide their comprehension and critical evaluation of current issues and trends. The Philosophy major provides a sound foundation for further study in Philosophy, the Social Sciences, Law, Theology, and related fields. The Philosophy major earns a B.A. degree.

MINORS: Philosophy, Values and Professional Ethics.

A minor in Philosophy requires eighteen credits consisting of at least six credits from Philosophy 209, 212, or 307. No more than three of the eighteen credits may be cross-listed from another major.

A minor in Values and Professional Ethics requires eighteen credits consisting of Philosophy 116, 216, 217, 373, 406, and one course from Business 380, Communication 320, Computer Science 210, Economics 221, English 334, History 400, Mathematics 400, Nursing 447, Political Science 450, Psychology 250, Religion 340 or Sociology 250.

HONORS: Students majoring in Philosophy and judged qualified by the Philosophy faculty may, upon invitation, elect to pursue honors work in Philosophy. To graduate "With Honors in Philosophy," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine hours of honors courses in the major, including Philosophy 490. In addition, they must pass a comprehensive exam in the major and be nominated for honors by the Philosophy faculty.

SPECIAL FEATURES: Students who major in two areas offered by Religion and Philosophy may count only six credits from courses used to fulfill the requirements of the first major to fulfill the total credit requirement of the second major. A similar limitation applies to the student who elects both a major and minor offered by Religion and Philosophy, except that in such instances only three credits of duplicate course credit may be applied.

PHILOSOPHY MAJOR:	30 CREDITS
Philosophy:	
101. Logic	3
209. Topics in the History of Ancient and Medieval Philosophy	3
212. Topics in the History of Modern Philosophy	3
307. Topics in Contemporary Philosophy	3
Choose one course from:	3
404. Seminar in Epistemology & Metaphysics	
406. Seminar in Ethical Theory	
Religion:	
373. Non-Western Religions & Philosophy	3
Choose twelve credits from:	12
PHI 116. Ethics	
PHI 213. Special Topics in Philosophy	
PHI 216. Seminar in Contemporary Moral Problems	
PHI 217. Philosophy of Art	
PHI 318. Philosophy of Religion	
PHI 403. Directed Readings & Research	
PHI 490. Senior Honors Thesis	
REL 340. Modern Christian Thought	
REL 375. Religion in Encounter with Science	
SOC 390. Social Theory	
Other Requirements:	
Take a Comprehensive Assessment Examination in the major.	0

RELIGIOUS STUDIES

Courses in Religious Studies are designed to help individuals clarify their religious convictions and life goals, as well as to provide preparation for persons who anticipate further study. The Religious Studies major earns a B.A. degree.

MINOR: A minor in Religious Studies-History and Thought requires eighteen credits consisting of at least one course in biblical studies (Religion 101, 102, 235, 264) and at least three courses from the history and thought sequence (Religion 310, 320, 330, 340). Religion 100 and 400 do not count toward the minor.

Family Development Certificate requires twelve credits consisting of Religion 261, 262, 351 and 352; or 361, 362.

HONORS: Students majoring in Religious Studies and judged qualified by the Religion faculty may, upon invitation, elect to pursue honors work in Religion. To graduate "With Honors in Religious Studies," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits of honors courses in Religious studies, including Religion 490. In addition, they must be nominated for honors by the Religion faculty.

SPECIAL FEATURES: Students who major in two areas offered by the Religion and Philosophy programs may count only six credits from courses used to fulfill the requirements of the first major to fulfill the total credit requirement of the second major. A similar limitation applies to the student who elects both a major and minor offered by Religion and Philosophy programs, except that in such instances only three credits of duplicate course credit may be applied.

RELIGIOUS STUDIES**30-53 CREDITS****Religion:**101. The Biblical Heritage of the Western World I **3**102. The Biblical Heritage of the Western World II **3**Choose three courses from: **9**

310. Ancient Christian Thought

320. Medieval Christian Thought

330. The European Reformations

340. Modern Christian Thought

Choose one track from:**1. Family Development 25**

REL 261. Spirituality & the Religious Development of Children

REL 262. Spirituality & the Religious Development of Adolescents & Adults

REL 361. Field Work

REL 362. Field Work

PSY 100. General Psychology

SOC 200. Social Problems

2. Outdoor Personal & Religious Development 38

ACC 231. Principles of Accounting

BUS 340. Principles of Management

BUS 360. Marketing

Choose one course from:

ECO 121. Macroeconomics

ECO 122. Microeconomics

HLS 121. Outdoor Skills

HLS 285. First Aid

PHI 116. Ethics

PSY 100. General Psychology

REL 261. Spirituality & the Religious Development of Children

REL 262. Spirituality & the Religious Development of Adolescents & Adults

REL 361. Field Work

REL 362. Field Work

3. History and Thought 15

Remaining course from:

REL 310, 320, 330, 340 series

REL 373. Non-Western Religions & Philosophy

Choose nine credits from:

REL 261. Spirituality & the Religious Development of Children

REL 262. Spirituality & the Religious Development of Adolescents & Adults

REL 264. The Life and Teachings of Jesus

REL 266. Archaeology

REL 272. American Religion

REL 375. Religion in Encounter with Science

REL 381-384. Special Topics in Religion

REL 391-393. Independent Study in Religion

REL 450. The Theology and History of Lutheranism

SOC 307. Sociology of Religion

PHI 318. Philosophy of Religion

Other Requirements:

Take a comprehensive assessment examination in the major.

0

It is advised that students who wish to do graduate study take twelve hours of Greek and six hours of history in addition to the major.

RELIGION AND PHILOSOPHY

The major in Religion and Philosophy seeks to enrich students' appreciation of the history of reflection on the meaning of life and to enhance their understanding of current religious and philosophical issues. The major is especially recommended for students seeking an adequate foundation for further study in Religion and Theology. It is also appropriate for anyone interested in a general liberal arts degree with concentration in these areas. The Theology and Philosophy major earns a B.A. degree.

HONORS: Students majoring in Religion and Philosophy and judged qualified by the faculty may, upon invitation, elect to pursue honors work in the Religion and Philosophy. To graduate "With Honors in Theology and Philosophy," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits of honors courses in Religion and Philosophy, including Religion 490 or Philosophy 490. In addition, they must be nominated for honors by the faculty.

RELIGION AND PHILOSOPHY: 36 CREDITS

Religion:

101. The Biblical Heritage of the Western World I	3
102. The Biblical Heritage of the Western World II	3
310. Ancient Christian Thought	3
320. Medieval Christian Thought	3
330. The European Reformation	3
340. Modern Christian Thought	3
373. Non-Western Religions & Philosophy	3

Philosophy:

209. Topics in the History of Ancient and Medieval Philosophy	3
212. Topics in History of Modern Philosophy	3

Electives: (6 hours must be in philosophy) 9

Other Requirements:

Take a Comprehensive Assessment Examination in the major.	0
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It is advised that students who wish to do graduate study take twelve hours of Greek and six hours of history in addition to the major.

SCHOOL OF MODERN AND CLASSICAL LANGUAGES

Dr. Werner Schulz, Professor and Chair

FACULTY:

Professors John Blakey, Bohdan Kuropas, Rufus Moretz, Arturo Ortiz, Augustin Quilici, Werner Schulz, Gabriele Weinberger
Associate Professor Eric Schramm

MAJORS: Classics (BA), French (BA), German (BA), Spanish (BA)

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

CLASSICAL LANGUAGES

The program provides meaningful combinations of courses for a student choosing an interdisciplinary major in Classics. Due consideration has also been given the student contemplating graduate study and pre-theological training. If the candidate intends to pursue graduate studies in Classics, a reading knowledge of French, German or Spanish should be obtained. The Classics major earns a B.A. degree.

MINOR: The Classics minor requires twenty-one credits consisting of Latin 101, 102, 201, 202, 311 and 312, and three credits from Latin 409, Classics 210, 331 or 332.

HONORS: Students majoring in Classics and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Classics. To graduate “With Honors in Classics,” students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits in honors courses, including Latin 490. In addition, they must be approved by the Classics faculty. LAT 490 does not count toward the major requirements.

CLASSICS MAJOR:	36 CREDITS
Classics:	
210. Classical Mythology	3
331. Greek Life & Thought	3
332. Roman Life & Thought	3
History:	
266. Archaeology	3
331. Topics in European History Before 1700	3
Latin:	
311. Advanced Readings I	3
312. Advanced Readings II	3
409. Prose & Poetry of the Republic & Empire	3
410. Masterworks of Latin Literature	3
383. Special Topics	3
Other Requirements:	
GRE 101 and 102	6
or	
Choose two courses from:	
ART 341. History of Art I	

THR 260. History of Theatre and Drama I

PHI 102. Philosophy of Human Nature

PHI 210. Topics in Ancient Philosophy

Take a Comprehensive Assessment Examination in the major.

0

MODERN LANGUAGES

The modern language programs in French, German, and Spanish are designed to provide students with appropriate linguistic skills, to develop a knowledge and sympathetic understanding of cultural differences, and to inform them of the civilization, culture, literature, and other social and artistic achievements of the respective countries. The programs are flexible enough to accommodate students seeking a degree in a modern language with or without teacher licensure, a degree in International Business or International Relations, a double major, or simply a minor in a modern language. The French, German, or Spanish major earns a B.A. degree.

In addition, Languages, in conjunction with English, offers an Interdisciplinary Studies major program in Comparative Literature. Please refer to the Interdisciplinary Studies section of the catalog.

MINORS: French, German, and Spanish.

A minor in French requires eighteen credits consisting of French 210, 221, 222, 240, 331 and 332.

A minor in German requires eighteen credits consisting of German 221, 222, 230, 331, 332 and 340.

A minor in Spanish requires twenty credits consisting of Spanish 218, 228, 335, 336, and 345.

HONORS: Students majoring in Modern Languages and judged qualified by the faculty may, upon invitation, elect to pursue honors work in French, German, or Spanish. To graduate "With Honors in French, German, or Spanish," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete nine credits of honors courses in the major, including French, German, or Spanish 490. In addition, they must pass an oral examination and be approved by the faculty. The 490 course does not count toward the major requirements.

FOREIGN STUDY GRANTS

Since 1979, Modern and Classical Languages has received more than \$115,000 for its Foreign Study Scholarship Award Program from donors and special grants from the Kenan Fund. During these twenty four years, Modern and Classical Languages has made about one hundred ninety scholarship awards to deserving students for a summer, semester, or an entire academic year. Grants range from \$250 to \$1,000 depending on such factors as financial need, length of stay, and cost of living. Students have studied in programs and universities in France, Germany, Canada, Belgium, Austria, Germany, Italy, Costa Rica, Ecuador, Mexico, Venezuela, and Spain. In addition to French studies at our Aix-en-Provence sister campus during the Spring and Fall semesters. Students also have the opportunity during the summer to pursue French studies or internships with the Au Pair programs in France.

FRENCH MAJOR:**33 CREDITS****Language:**

210. Intensive Intermediate French	3
221. Guided French Conversation	3
222. French Conversation/French Press & Radio	3
240. Advanced Grammar & Guided Composition	3
331. French Culture & Civilization: The Past	3
332. French Culture & Civilization: The Present	3
340. Advanced Composition & Stylistics	3

Literature:

Choose three courses from:	9
361. Introduction to Literary Analysis	
362. Survey of French Literature I	
363. Survey of French Literature II	
364. Modern French Literature	

Electives:

Choose one course from:	3
383. Special Topics in French Studies	
401. Commercial French	
402. French for Business Communication	
470. Independent Study	
Remaining course from 361-364 sequence	

Other Requirements:

Take a Comprehensive Assessment Examination in the major.	0
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GERMAN MAJOR:**33 CREDITS****Language:**

221. German Conversation & Phonetics	3
222. German Conversation & Composition	3
230. Intensive Intermediate German	3
331. German Culture & Civilization: The Past	3
332. German Culture & Civilization: The Present	3
340. Advanced Grammar & Composition	3

Literature:

Choose three courses from:	9
361. Early German Literature	
362. Goethe & His Time	
363. 19th Century German Literature	
364. German Literature of the 20th Century	

Electives:

Choose two courses from:	6
383. Special Topics in German Studies	
401. Commercial German	
402. German for Business Communication	
470. Independent Study	
Remaining Course From 361-364 Sequence	

Other Requirements:

Take a Comprehensive Assessment Examination in the major.	0
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SPANISH MAJOR:**36 CREDITS****Language:**

218. Conversation & Contemporary Issues	4
228. Spanish Conversation & Composition	4
335. The Culture & Civilization of Spain	4
336. The Culture & Civilization of Latin America	4
345. Advanced Grammar & Phonetics	4
376. Masterworks of Spanish Literature	4
377. Masterworks of Latin American Literature	4

Electives:

Choose two courses from:	8
384. Special Topics in Hispanic Studies	
411. Commercial Spanish	
412. Spanish for Business Communication	
475. Independent Study	
Remaining course from 361—364 sequence	

Other Requirements:

Take a Comprehensive Assessment Examination in the major.	0
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Teacher Licensure in Spanish requires the completion of the major requirements as previously listed, in addition to the following courses:

Education:

201. Historical/Philosophical/Sociological Foundations of Education	3
215. Family-School-Community Relationships	3
220. Child & Adolescent Development	3
230. Educational Psychology	3
343. Introduction to Exceptionalities	3
360. Educational Technology	3
412. Secondary/K-12 Teaching Methodology Seminar	2
420. Special Methods and Curriculum in the Secondary School	2
421. Teaching Foreign Language in Elementary & Middle School	3
430. Field Experience in Secondary/K-12	1
435. Literacy Across the Content Areas	2
435L. Literacy Across the Content Areas Lab	0
440. Student Teaching in Secondary/K-12 School	12

Psychology:

100. General Psychology	3
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SCHOOL OF NATURAL SCIENCES

Dr. Marsha Fanning, Professor and Chair

BIOLOGY FACULTY:

Professors Dale Burnside, Marsha Fanning, Karen McDougal

Associate Professor Stephen Scott

Assistant Professor Rebecca Tart

Assistant-in-Instruction Thomas Huss

Visiting Assistant Professors Daniel Johnson, Scott Schaefer

MAJORS: Biology (BA/BS), Medical Technology (BS), Pre-Medical Science (BS)

CHEMISTRY FACULTY:

Professor George Max

Assistant Professor Andrew Steele, Shaun Williams

MAJOR: Chemistry (BA/BS)

PHYSICS AND EARTH SCIENCE FACULTY:

Professors Charles Cooke, Richard Mazak, Forrest Rennick

Associate Professor Helen Briggs

MAJOR: PHYSICS (BS)

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

BIOLOGY

The Biology major acquaints students with information and methods used in a variety of biological areas, as well as selected areas of Chemistry, Physics and Mathematics. The Biology B.S. degree is designed for students who are interested in continuing their studies in graduate, medical, dental or other professional schools and requires both undergraduate research and physics. The B.A. graduate should be prepared to seek a variety of scientific and health-related employment opportunities.

In addition, Biology in conjunction with other academic programs, offers General Studies majors in Environmental Studies and Pre-Forestry & Pre-Environmental Management. Please refer to the General Studies section of the catalog.

MINOR: A minor in Biology requires twenty-one credits consisting of Biology 105, 106, 200, and twelve credits of advanced Biology courses (excluding Biology 110, 220, 281, 282 and 471-473).

HONORS: Students majoring in Biology judged qualified by the faculty may, upon invitation, pursue honors work in Biology. To graduate "With Honors in Biology," students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. They must complete Biology 390 and 391 in the junior year and Biology 490 and 491 in the senior year with a minimum grade of "B" in each course. In addition, they must present the research at a seminar before the Biology faculty. Biology 390, 391, 490, and 491 may count for Biology 400 and one Biology elective for the B.S. degree.

BIOLOGY MAJOR (B.A.): 55-57 CREDITS**Biology:**

BIO 105. Principles of Biology	4
BIO 106. Principles of Biology	4
BIO 200. Biology Seminar	1
BIO 300. Cell Biology	4
BIO 305. Plant Anatomy & Physiology	4
BIO 305. Genetics	4
BIO 300. Ecology	4
Electives (Excluding 110, 220, 281, 282, 471-3)	8

BIO 281 and BIO 282 may count as four hours of Biology credit

BOTH courses are satisfactorily completed.

Chemistry:

CHE 103. General Chemistry & Qualitative Analysis	3
CHE 103L. General Chemistry Laboratory	1
CHE 204. General Chemistry & Qualitative Analysis	3
CHE 204L. General Chemistry Laboratory	1
CHE 301. Organic Chemistry	3
CHE 301L. Organic Chemistry Laboratory	1
CHE 302. Organic Chemistry	3
CHE 302L. Organic Chemistry Laboratory	1

Mathematics:

Electives (Excluding MAT 120)	6-8
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Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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BIOLOGY MAJOR (B.S.): 69-71 CREDITS**Biology:**

BIO 105. Principles of Biology	4
BIO 106. Principles of Biology	4
BIO 200. Biology Seminar	1
BIO 300. Cell Biology	4
BIO 305. Plant Anatomy & Physiology	4
BIO 305. Genetics	4
BIO 300. Ecology	4
BIO 400 or 391 & 491 Research Problems/Honors	4
Biology education majors must take BIO 401 in place of BIO 400	
Electives (Excluding 110, 220, 281, 282, 471-3)	8

BIO 281 and BIO 282 may count as four hours of Biology credit

BOTH courses are satisfactorily completed.)

Chemistry:

CHE 103. General Chemistry & Qualitative Analysis	3
CHE 103L. General Chemistry Laboratory	1
CHE 204. General Chemistry & Qualitative Analysis	3
CHE 204L. General Chemistry Laboratory	1
CHE 301. Organic Chemistry	3
CHE 301L. Organic Chemistry Laboratory	1
CHE 302. Organic Chemistry	3
CHE 302L. Organic Chemistry Laboratory	1

Mathematics:

Electives (Excluding MAT 120)	6-8
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Physics:

121. General Physics	4
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122. General Physics	4
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Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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Teacher Licensure candidates in Biology must complete the previously listed major requirements in addition to the following courses:

Biology:

401. Laboratory Internship	1
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Education:

201. Historical/Philosophical/Sociological Foundations in Education	3
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215. Family/Student/Community Relations	3
---	---

220. Child & Adolescent Development	3
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230. Educational Psychology	3
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343. Introduction to Exceptionalities	3
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360. Educational Technology	3
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412. Secondary/K-12 Teaching Methodology Seminar	2
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420. Special Methods and Curriculum in the Secondary School	2
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430. Field Experience—Secondary/K-12	1
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435. Literacy Across the Content Areas	2
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435L. Literacy Across the Content Areas Lab	0
---	---

440. Student Teaching in Secondary/K-12 School	12
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Psychology:

100. General Psychology	3
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MEDICAL TECHNOLOGY

Courses leading toward a major in Medical Technology give the student fundamentals of Biology and Chemistry followed by a year of clinical study at an approved medical technology school. Upon completing the program, the student has the basis to understand both theory and application of medical laboratory procedures and is capable of teaching, supervising and performing complex laboratory tests. A Medical Technology major earns a B.S. degree.

MEDICAL TECHNOLOGY MAJOR:**43 CREDITS****Biology:**

105. Principles of Biology	4
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106. Principles of Biology	4
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200. Biology Seminar	1
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212. Bacteriology	4
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331. Immunology	4
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Electives (Excluding 110, 220, 281, 282, 471-3)	4
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Chemistry:

103. General Chemistry & Qualitative Analysis	3
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103L. General Chemistry Laboratory	1
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104. General Chemistry & Qualitative Analysis	3
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104L. General Chemistry Laboratory	1
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201. Organic Chemistry	3
201L. Organic Chemistry Laboratory	1
202. Organic Chemistry	3
202L. Organic Chemistry Laboratory	1

Mathematics:

Electives (Excluding MAT 120)	6
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Other Requirements:

Students must complete 96 credits at Lenoir-Rhyne College to be eligible for acceptance into a Medical Technology program. Seniors must take a one-year course of study in medical technology at one of the schools with which Lenoir-Rhyne college has a working relationship, or any other accredited school of medical technology upon approval of the Lenoir-Rhyne College Academic Program Committee. Lenoir-Rhyne College has a 3 + 1 affiliation with Wake Forest University Baptist Medical Center in Winston-Salem. Lenoir-Rhyne College will accept a maximum of thirty-two credits towards the baccalaureate degree from the clinical year of study. Participation in and completion of the pre-clinical Lenoir-Rhyne College program does not guarantee acceptance into the twelve month Medical Technology program at an affiliated hospital. Depending on the program, graduation may occur either in the spring or summer of the senior year. Prior to graduation, students must take a comprehensive assessment examination. Students meeting the Medical Technology requirements who also have a B.S. degree may apply to Carolinas Medical Center in Charlotte NC with who Lenoir-Rhyne College has a 4 + 1 affiliation agreement.

PRE-MEDICAL SCIENCE

The Pre-Medical Science major gives students an understanding of selected areas of Biology, Chemistry, Physics, and Mathematics. This major meets the undergraduate course requirements of most medical, dental, and some other health profession schools, including Physician Assistant Schools. A Pre-Medical Science major earns a B.S. degree.

PRE-MEDICAL SCIENCE MAJOR:**67-68 CREDITS****Biology:**

105. Principles of Biology	4
106. Principles of Biology	4
200. Biology Seminar	1
240. Cell Biology	4
245. Plant Anatomy & Physiology	4
305. Genetics	4
310. Ecology	4
Electives (Excluding 110, 220, 281, 282, 471-3)	8
(BIO 281 and BIO 282 may count as four hours of Biology credit if BOTH courses are completed.)	

Chemistry:

103. General Chemistry & Qualitative Analysis	3
103L. General Chemistry Laboratory	1
104. General Chemistry & Qualitative Analysis	3
104L. General Chemistry Laboratory	1
201. Organic Chemistry	3
201L. Organic Chemistry Laboratory	1
202. Organic Chemistry	3
202L. Organic Chemistry Laboratory	1

Biology or Chemistry:

Elective	4
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Mathematics:

Two courses (Excluding 120)	6-8
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Physics:

Electives (PHY 121-122 or higher sequence)	8
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Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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CHEMISTRY

The courses in the chemistry curriculum are designed to provide individuals with creative and analytical insight into the involvement of chemistry in the world. The major also provides the opportunity to enter graduate school as well as to become a part of the largest scientific profession in the United States. The Chemistry major earns either a B.A. or a B.S. degree.

In addition, Chemistry in conjunction with other academic programs, offers General Studies majors in Chemical Technology and Environmental Studies. Please refer to the General Studies section of the catalog.

MINOR: A minor in Chemistry requires twenty-one credits consisting of Chemistry 103, 103L, 104, 104L, 201, 201L, 202, 202L, 210 and one credit above 210.

HONORS: Students majoring in Chemistry and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Chemistry. To graduate "With Honors in Chemistry," students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.5, with no Chemistry grade lower than a "B". They must complete CHE 492, six credits from CHE 401H, 402H, 491, and a written comprehensive examination.

CHEMISTRY MAJOR (B.A.)**50 CREDITS****Chemistry:**

103. General Chemistry & Qualitative Analysis	3
103L. General Chemistry Laboratory	1
104. General Chemistry & Qualitative Analysis	3
104L. General Chemistry Laboratory	1
201. Organic Chemistry	3
201L. Organic Chemistry Laboratory	1
202. Organic Chemistry	3
202L. Organic Chemistry Laboratory	1
210. Quantitative Analysis	4
320. Instrumental Chemical Analysis	4
470. Senior Review	1
Electives (Excluding 110)	8

Mathematics:

Electives (Excluding 120)	9
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Physics:

Electives (Above 110)	8
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Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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CHEMISTRY MAJOR (B.S.)**53 CREDITS****Chemistry:**

103. General Chemistry & Qualitative Analysis	3
103L. General Chemistry Laboratory	1
104. General Chemistry & Qualitative Analysis	3
104L. General Chemistry Laboratory	1
201. Organic Chemistry	3
201L. Organic Chemistry Laboratory	1
202. Organic Chemistry	3
202L. Organic Chemistry Laboratory	1
210. Quantitative Analysis	4
303. Physical Chemistry	4
304. Physical Chemistry	4
320. Instrumental Chemical Analysis	4
470. Senior Review	1
Elective (Excluding 110)	4

Mathematics:

165. Calculus I	4
166. Calculus II	4

Physics:

Electives (PHY 121-122 or higher sequence)	8
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Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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PRE-PHARMACY:**RECOMMENDED COURSES:**

Biology	8
General Chemistry	8
Organic Chemistry	8
Physics	8
Mathematics	6-8
English	6
Economics (Micro)	3
Humanities/Social Science	15

Students should contact the institution to which transfer is being considered to clarify specific biology, mathematics, physics, and humanities course requirements.

PHYSICS AND EARTH SCIENCE

Physics and Earth Science offers courses in three areas: Astronomy, Earth Science, and Physics. The Environmental Studies concentration in Physics or Earth Science and course requirements are outlined in the General Studies chapter. Physics and Earth Science provides for a special emphasis in Astronomy and provides a strong undergraduate concentration of courses in this field for students planning to pursue graduate work in Astronomy. The Physics major earns a B.S. degree.

In addition, Physics and Earth Science in conjunction with other academic programs, offers General Studies programs in Environmental Studies, Pre-Engineering, and Science for Teachers. Please refer to the General Studies section of the catalog.

MAJOR: PHYSICS.**MINORS:** Astronomy, Earth Science and Physics.

A minor in Astronomy requires eighteen credits consisting of Astronomy 100, 200, and ten credits of special topics (380) in Astronomy.

A minor in Earth Science requires eighteen credits consisting of Earth Science 110, 202, 210, 220, 240 and 380.

A minor in Physics requires twenty credits consisting of Physics 154, 203, 204, 301 and 302.

HONORS: Students majoring in Physics and judged qualified by the faculty may, upon invitation, elect to pursue honors work in Physics. To graduate "With Honors in Physics," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, complete nine hours of honors work (PHY 303H, 304H, 490), and submit an honors thesis.

PHYSICS MAJOR:**51-53 CREDITS****Mathematics:**

165. Calculus I	4
166. Calculus II	4
265. Calculus III	4
270. Differential Equations	3

Physics:

211. Physics I: Mechanics	4
212. Physics II: Heat, Light & Sound	4
213. Physics III: Electricity & Magnetism	4
214. Modern Physics	4
301. Classical Mechanics	4

Choose one track from:**1. Traditional Physics**

PHY 302. Electricity and Magnetism	4
PHY 303. Thermodynamics & Kinetic Theory	4
PHY 304. Quantum Mechanics	4
Choose two courses from:	6-8

- PHY 315. Scientific Instrumentation
- PHY 320. Optics
- PHY 322. Mathematical Methods of Physics
- PHY 383. Special Topics: Nuclear Physics
- PHY 401. Theoretical Mechanics II
- PHY 402. Electricity & Magnetism II
- PHY 471, 472, or 473 Research

2. Biophysics

BIO 105. Principles of Biology I	4
BIO 106. Principles of Biology II	4
BIO 320. Animal Physiology	4
CHE 103. General Chemistry I	4
CHE 104. General Chemistry II	4
CHE 201. Organic Chemistry I	4
CHE 202. Organic Chemistry II	4
CSC 132. Introduction to C/C++ Programming	2

CSC 136. Scientific Programming	2
PHY 315. Scientific Instrumentation	4
Choose one course from:	4
PHY 302. Electricity & Magnetism	
PHY 303. Thermodynamics & Kinetic Theory	
PHY 304. Quantum Mechanics	
PHY 383. Special Topics: Nuclear Physics	
Choose one course from:	3-4
BIO 400. Research Problems	
CHE 482. Research Problems	
PHY 473. Research Problems	
Choose 3 courses from:	12
BIO 220. Microbiology	
BIO 240. Cell Biology	
BIO 281. Human Anatomy & Physiology I	
BIO 282. Human Anatomy & Physiology II	
BIO 305. Genetics	
CHE 210. Quantitative Analysis	
CHE 303. Physical Chemistry I	
CHE 304. Physical Chemistry II	
CHE 310. Biochemistry (and laboratory)	
CHE 320. Instrumental Chemical Analysis	
CHE 402. Advanced Inorganic Chemistry	

Other Requirements:

Take a Comprehensive Assessment Examination in the major.	0
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SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

William M. Mauney, Professor and Chair

COUNSELING FACULTY:

Associate Professor Ray (Von) Beatty

Assistant Professor Amy Wood

MASTER OF ARTS: Community/Agency Counseling, School Counseling – see Graduate School section.

ECONOMICS FACULTY:

Professors William M. Mauney, Jeff Wright

MAJOR: Economics (BA)

POLITICAL SCIENCE FACULTY:

Professors Lowell Ashman, Joseph Mancos

MAJOR: Political Science (BA)

PSYCHOLOGY FACULTY:

Associate Professor Walter Murphy, Karen Dill, Jay Dill

MAJOR: Psychology (BA)

SOCIOLOGY FACULTY:

Professor John D. Sorenson

Assistant Professors Beth Wright, Paulina Ruf

Visiting Assistant Professor Charlotte Chun Williams

MAJOR: Sociology (BA)

INTERDISCIPLINARY MAJOR: Human and Community Service (BA)

To earn a degree at Lenoir-Rhyne College, students must complete major courses, the L-R core courses, and if needed, elective courses to equal a minimum of 128 hours. Some majors require more hours.

ECONOMICS

Courses in Economics are intended to provide the student with a basic understanding of economic structures and processes including economic growth and productivity, unemployment and inflation, taxation and public expenditure, supply and demand, international trade and finance, labor-management cooperation and competition, etc. The Economics major earns a B.A. degree.

MINOR: A minor in Economics requires eighteen credits consisting of Economics 121, 122, 323, 324 and six credits of Economics electives.

HONORS: Students majoring in Economics and judged qualified by the Economics faculty may, upon invitation, elect to pursue honors work in Economics. To graduate "With Honors in Economics," a student must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.2, and complete Economics 491 and 492. An oral presentation of the honors paper or a synopsis of the honors project is required. Normally the student in the honors program will have completed Economics 121, 122, 323, 324 and 325.

ECONOMICS MAJOR: 46-48 CREDITS

Economics:	
121. Macroeconomics	3
122. Microeconomics	3
221. History of Economic Thought	3
323. Intermediate Price Analysis	3
324. Intermediate Macro-Economic Theory	3
325. Money & Banking	3
421. International Economics	3
Electives	9
Mathematics:	
125. Finite Mathematics	3
126. Applied Calculus	3
(Math 165, 4 credits, will substitute for 125 & 126)	
Political Science:	
Electives	6
Choose one course from:	
BUS 346. Business Statistics	3
MAT 115. Elementary Statistics	
MAT 215. Applied Statistics	
Other Requirements:	
Take a Comprehensive Assessment Examination in the major	0

Recommendation: Social Science 200 and courses in History, Sociology, and Political Science are recommended for additional study. Students preparing for graduate work are advised to take Mathematics 165 and 166 in addition to the required courses.

For Teacher Licensure using Economics Major, see requirements under History Major - Teacher Licensure in Social Studies (9-12)

POLITICAL SCIENCE

Courses in Political Science are designed to enlighten students about the concept of government including the origin, emergence, integration, transformation, and decline of political communities as well as their institutions and the rules and practices by which they resolve conflicts and make decisions. It involves an examination of the public policies of communities and the manner in which these policies are made. The Political Science major earns a B.A. degree.

In addition, Political Science in conjunction with other academic programs, offers Interdisciplinary Studies majors in International Relations and Pre-Law. Please refer to the Interdisciplinary Studies section of the catalog.

MINOR: A minor in Political Science requires eighteen credits consisting of Political Science 120, 130 or 240, 250, 310 and six credits of Political Science electives.

HONORS: Students majoring in Political Science and judged qualified by the Political Science faculty may, upon invitation, elect to pursue honors work in Political Science. To graduate “With Honors in Political Science,” a student must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.25, and complete Political Science 491 and 492. In addition, they must also write and orally defend an honors thesis and be nominated for honors by the department.

POLITICAL SCIENCE MAJOR:	42 CREDITS
Economics:	
121. Macroeconomics	3
Political Science:	
120. American Government	3
Choose one course from:	3
130. World Politics	
240. Comparative Politics	
200. Statistics for Political Analysis	3
210. Introduction to Political Analysis	3
250. Public Administration	3
310. Research & Writing in Political Science	3
Choose two courses (two different topic areas) from:	6
410. Topics in Political Analysis	
420. Topics in American Politics	
430. or 440. International or Comparative Politics	
450. Public Administration & Policy Analysis	
451. Internship	3
Electives	9
Choose one course from:	3
ECO (excluding ECO 121)	
PSY (excluding PSY 100)	
SOC (excluding SOC 100)	

Recommendation: Courses in History, Economics, Sociology, and Communication are recommended for additional study. Students interested in international politics should complete Economics 421, Geography 101 or GEO 102, and be fluent in a modern foreign language. Students preparing for graduate work should take Math 115 or 215.

For Teacher Licensure using Political Science Major, see requirements under History Major - Teacher Licensure in Social Studies (9-12)

PSYCHOLOGY

The Psychology major provides preparation for graduate study and entry into human services fields. Advisement is available for students who wish to pursue careers in research, mental health, ministry, rehabilitation, personnel work, and agency counseling. The faculty is concerned with relating modern psychology to the Christian faith and, in true liberal arts fashion, puts these two into creative tension so that the student can learn from both. The Psychology major earns a B.A. degree.

MINORS: Art Therapy, Psychology

A minor in Art Therapy requires forty-one credits consisting of Art 201, 211, 217, 221, 225, 341 or 342, 360, 401, and 450; Psychology 100, 320, 330, 332.

A minor in Psychology requires a minimum of eighteen credits consisting of Psychology 100 and fifteen credits of Psychology electives.

HONORS: Students majoring in Psychology may elect to pursue honors work in Psychology. To graduate "With Honors in Psychology," students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.3 and complete

Psychology 490 and 491, including defense of a thesis, The honors courses may count as part of the forty-three credits needed for the major.

PSYCHOLOGY MAJOR: 43 CREDITS

Mathematics:

115. Statistics 3

Psychology:

100. General Psychology 3

101. Introductory Psychology Laboratory 1

220. Research Methods I 4

340. Experimental Psychology 4

465. History & Issues in Psychology 4

Choose one course from **each** of the following dimensions: 16

Cognitive:

415. Psychology of Learning

444. Cognitive Psychology

Social:

201. Social Psychology

330. Psychology of Personality

Clinical:

332. Abnormal Psychology

434. Counseling Theories

Applied:

328. Health Psychology: Mind & Body

320. Developmental Psychology

Psychology Electives 8

Other Requirements:

Take a Comprehensive Assessment Examination in the major. 0

For Teacher Licensure using Psychology Major see requirements under History Major - Teacher Licensure in Social Studies (9-12)

SOCIOLOGY

Sociology provides courses consistent with the liberal arts mission of the College. The Sociology major provides for curricular flexibility to allow students entrance into specific areas of policy studies, graduate study, the criminal justice system, social work, and other social services. The Sociology major earns a B.A. degree.

MINOR: Sociology.

A Sociology minor requires a minimum of eighteen credits consisting of Sociology 100 and fifteen credits of Sociology electives (excluding 457 and 458).

HONORS: Students majoring in Sociology may elect to pursue honors work in Sociology. To graduate 'With Honors in Sociology,' students must have a minimum cumulative GPA of 3.0, a minimum major GPA of 3.5, and complete Sociology 490 and 491, including defense of a thesis.

SOCIOLOGY MAJOR: 34 CREDITS

Mathematics:

115. Statistics 3

Sociology:

100. Introductory Sociology	3
220. Research Methods	4
390. Social Theory	4
450. Senior Seminar	4
Choose one course from:	4
200. Social Problems	
207. Marriage & The Family	
208. Cultural Anthropology	
212. Aging and Society	
Choose three courses from:	12
303. Cities and Urban Life	
306. Race and Ethnic Relations	
312. American Demographics	
317. Opportunity and Inequality in America	
340. Gender, Work, and Family	

Other Requirements:

Take a Comprehensive Assessment Examination in the major.	0
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HUMAN AND COMMUNITY SERVICE

The Human and Community Service major provides graduates with knowledge, skills, and experiences to prepare them for working in human service professions. Students are educated to work with individuals, small groups (such as families), individuals needing help in other groups (work organizations, for example), and with community organizations to accomplish more structural or systemic (social, economic, political, recreational, etc.) goals. The Human and Community Service major earns a B.A. degree. Internships require daytime availability.

MINOR: A minor in Human and Community Service requires twenty-one credits including Human and Community Service 220, 320; three courses from Psychology, 220, 250, 457 or Sociology 200, 318; and one course from Psychology 243, 320, 330, 332, 434 or Sociology 201, 207, 212, 302, 303, or 304

HUMAN AND COMMUNITY SERVICE MAJOR: 46 CREDITS

Human/Community:

220. Concepts in Human & Community Service	3
304. Introduction to Social Work-Human Services	4
320. Applications of Human & Community Service	3
457. Internship in Human & Community Service	4

Mathematics:

115. Statistics	3
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Psychology:

100. General Psychology	3
220. Research Methods I	4
250. Multicultural Perspectives	3

Sociology:

100. Introduction to Sociology	3
200. Social Problems	4
318. Community Services	4

Psy/Soc Electives:

Choose two courses from:

8

- PSY 328. Health Psychology: Mind & Body
- PSY 320. Developmental Psychology
- PSY 330. Psychology of Personality
- PSY 332. Abnormal Psychology
- PSY 434. Counseling Theories & Techniques
- SOC 201. Social Psychology
- SOC 207. Marriage & Family
- SOC 212. Aging & Society
- SOC 302. Criminology
- SOC 303. Cities & Urban Life
- SOC 306. Race & Ethnic Relations
- SOC 458. Internship

Other Requirements:

Take a Comprehensive Assessment Examination in the major.

0



INTERDISCIPLINARY STUDIES PROGRAM

The Interdisciplinary Studies major is designed to allow students, in close consultation with faculty, to design programs of study that are not offered in one of the traditional majors. An Interdisciplinary Studies major must differ significantly from existing programs of study and must be approved by the College's Academic Program Committee, which is composed of faculty, students, and the Dean of Academic Programs.

Pre-approved areas of concentration for the Interdisciplinary Studies major are listed below. The Academic Program Committee may approve other areas of concentration if they are submitted one year prior to the proposed graduation date. Such requests should be submitted with faculty support to the Office of Academic Affairs.

A request for an Interdisciplinary Studies major must contain a clearly articulated and cohesive program of study supported by faculty at Lenoir-Rhyne College. In addition to all core requirements and the College's minimum of 128 hours, the program of study must meet the following requirements:

- at least 24 hours in a chosen primary academic division;
- at least 12 hours from one program within the primary academic division;
- at least 12 hours in each of two other academic divisions;
- at least 12 hours (excluding REL 400 and SCI 300) at the 300/400 level at Lenoir-Rhyne College.

MAJOR: Lenoir-Rhyne College offers a major in Interdisciplinary Studies. Students may select an area of concentration that has already been developed or formulate another concentration. An Interdisciplinary Studies major earns a B.A. degree.

HONORS: Students majoring in Interdisciplinary Studies and who are judged qualified may, upon invitation, elect to pursue honors work in Interdisciplinary Studies. To graduate "With Honors in Interdisciplinary Studies," students must have a minimum cumulative GPA of 3.0 and a minimum major GPA of 3.2. They must complete a minimum of six credits of honors course work in their area of concentration, or if they have no concentration, in the area in which they have the greatest number of hours. Included in the six credits must be a senior thesis or research project, and students must be nominated by a sponsor and the faculty in their area of concentration. If they have no area of concentration, they must be nominated by the faculty in the academic program in which they have the greatest number of hours.

APPROVED CONCENTRATIONS:

1. American Studies
2. Applied Science
3. Chemical Technology
4. Comparative Literature
5. International Relations
6. Pre-Engineering
7. Pre-Forestry and Pre-Environmental Management
8. Pre-Law

COORDINATOR

Dr. Carolyn Huff
 Dr. Gail Summer
 Dr. George Max
 Dr. Kathy Ivey
 Dr. Lowell Ashman
 Dr. Forest Rennick

 Dr. Karen McDougal
 Dr. Joe Mancos

9. Sacred Music	Dr. Paul Weber and Prof. Florence Jowers
10. Comprehensive Science for Teachers	Dr. Marsha Fanning
11. Child and Family Intervention	Dr. Kathy Whitesell
12. Arts Management	Prof. Sarah Wallace and Prof. Joe Sturgeon and Dr. Daniel Kiser and Prof. Robert Winter
13. Conversation of Natural Resources	Dr. Marsha Fanning and Prof. William Mauney

AMERICAN STUDIES—ENGLISH:**35-36 CREDITS****Economics:**

121. Macroeconomics	3
122. Microeconomics	3

English:

Four American Literature courses	8
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History:

121. U. S. History to 1865	3
122. U. S. History since 1865	3
Choose one course from:	3
306. Topics in U. S. History before 1877	
308. Topics in U. S. History after 1877	

Interdisciplinary Studies:

480. Independent Study	3
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Political Science:

120. American Government	3
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Religion:

272. American Religion	3
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Sociology:

Choose one course from:	3-4
100. Introductory Sociology	
200. Social Problems	
207. Marriage & Family	
302. Criminology	
303. Cities & Urban Life	
306. Race & Ethnic Relations	

Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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AMERICAN STUDIES—HISTORY:**41-42 CREDITS****Economics:**

121. Macroeconomics	3
122. Microeconomics	3

English:

Four American Literature courses	8
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History:

121. U.S. History to 1865	3
122. U.S. History since 1865	3
380. Directed Reading & Research	3

Choose three courses from (different subjects):	9
306. Topics in U.S. History Before 1877	
308. Topics in U.S. History After 1877	
Political Science:	
120. American Government	3
Religion:	
272. American Religion	3
Sociology:	
Choose one course from:	3-4
100. Introductory Sociology	
306. Race & Ethnic Relations	
Other Requirements:	
Take a Comprehensive Assessment Examination in the major	0

APPLIED SCIENCE

A student seeking an Applied Science concentration must be a graduate of a regionally accredited community college with the Associate of Applied Science degree. The AAS will be transferred as sixty-four (64) semester hours towards this major. The student, in collaboration with a faculty sponsor, must submit a program of study which states the student's educational and career goals to the Academic Program Committee. Programs must be approved by the end of the student's junior year. Core and Interdisciplinary Studies requirements must be fulfilled. A comprehensive assessment examination in the major field must be passed as part of the student's graduation requirements.

CHEMICAL TECHNOLOGY:**44 CREDITS****Biology:**

Choose one course from:	4
212. Bacteriology	
220. Microbiology	

Business:

300. Business Communications	3
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Chemistry:

103. General Chemistry	3
103L. General Chemistry Laboratory	1
104. General Chemistry	3
104L. General Chemistry Laboratory	1
201. Organic Chemistry	3
201L. Organic Chemistry Laboratory	1
202. Organic Chemistry	3
202L. Organic Chemistry Laboratory	1
210. Quantitative Analysis	4
442. Special Topics	3

Computer Science:

130. Windows Programming-BASIC	2
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Mathematics:

129. Pre-calculus	4
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Physics:

121. General Physics	4
122. General Physics	4

Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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COMPARATIVE LITERATURE—ENGLISH:**35-36 CREDITS****English:****20**

270. Reading Fiction

271. Reading Poetry

370. Reading Drama

Two courses in British literature 300-level+

Two courses in American literature 300-level+

Fifteen to sixteen credits from one of the following:**15-16**

1. French, German, or Spanish courses above 111 level

2. Combination of French, German, and Spanish courses

Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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COMPARATIVE LITERATURE—MODERN**FOREIGN LANGUAGE:****32-37 CREDITS****Foreign Language:**

French, German, or Spanish above the 111-level	18-20
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Choose one option from:**1. English:**

Choose two courses from:	8
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270. Reading Fiction

271. Reading Poetry

370. Reading Drama

Two courses in British literature 300-level+	4
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Two courses in American literature 300-level+	4
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2. Foreign Language/English:

Foreign language above the 111-level from a different concentration	6-8
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English or Foreign Language electives	8-9
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Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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INTERNATIONAL RELATIONS:**45 CREDITS****Economics:**

421. International Economics	3
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424. Contemporary Problems	3
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Geography:

Choose one course from:	3
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101. Principles of Geography

102. Regional Geography

History:

122. U.S. History since 1865	3
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230. The Twentieth Century: A Global History	3
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262. Topics in Modern Russian History	3
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340. Diplomatic History of the United States	3
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Choose two courses from:

6

250. Latin America

251. History of Asian Civilizations

308. Topics in U.S. History after 1877

333. Topics in European History after 1700

Political Science:

130. World Politics

3

240. Comparative Politics

3

332. International Law & Organizations

3

352. Public Policy II: Foreign Policy

3

430. Selected Topics in International Politics

3

440. Selected Topics in Comparative Politics

3

Other Requirements:

Take a Comprehensive Assessment Examination in the major

0

PRE-ENGINEERING:**35-36 CREDITS**

The pre-engineering program has been approved by the Subcommittee on Engineering Transfer for transfer to the engineering programs at North Carolina A&T State University, North Carolina State University, and the University of North Carolina at Charlotte.

In this dual-degree program with the above named institutions and Clemson University, students spend three years at Lenoir-Rhyne College and at least two years at one of the above named institutions. A large and changing number of options are available under this program. Specific program information is available from the pre-engineering advisor. Students who wish to transfer after two years at Lenoir-Rhyne College are not required to fulfill core requirements, but do not receive a degree from Lenoir-Rhyne College. Students should complete sixty credits including the following curriculum outlined below.

DUAL-DEGREE REQUIREMENTS**I. Pre-Engineering Core Course Requirements: (24-35 credit hours)****Chemistry:**

103. General Chemistry

3

103L. General Chemistry Laboratory

1

104. General Chemistry

3

104L. General Chemistry Laboratory

1

Computer Science:

Choose one:

3-4

150. Computer Science I **OR**132. Introduction to C/C++ Programming **AND**

134. Introduction to Java Programming

Mathematics:

165. Calculus I

4

166. Calculus II

4

270. Differential Equations

3

Physics:

211. Physics I: Mechanics

4

212. Physics II: Heat, Light & Sound

4

213. Physics III: Electricity & Magnetism

4

Other Requirements:

Take a Comprehensive Assessment Examination in the major 0

II. Lenoir-Rhyne College Core Requirements:

All core requirements in the college catalog are required of pre-engineering students. However, the mathematics and physical science requirements are completed under the pre-engineering core requirements listed above. Thus, there are only 45 additional credit hours under this requirement.

III. Credit hour requirements:

At least 90 credit hours must be completed at L-RC. Since the average course load is 16 credit hours per semester, in most cases students will complete 96 credit hours at L-RC. Since 80 credit hours are required by core requirements (I & II above), this leaves 16 credit hours for elective credit.

Engineering Degrees Available

The following degrees are available under the Dual-Degree Program:

- Biological and Agricultural Engineering
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Engineering Operations
- Environmental Engineering
- Industrial Engineering
- Furniture Manufacturing and Management
- Materials Engineering
- Mechanical and Aerospace Engineering
- Nuclear Engineering

PRE-FORESTRY AND PRE-ENVIRONMENTAL MANAGEMENT: 45 CREDITS

A dual-degree program with Duke University's Nicholas School of the Environment. Students spend three years at Lenoir-Rhyne College and two years at Duke. After completing 128 credits (104 L-RC and 24 Duke hours), a baccalaureate degree is awarded by Lenoir-Rhyne College. After two years at Duke the M.F. or M.E.M. degree is awarded by Duke.

Courses required at Lenoir-Rhyne College are:

Biology:

- 105. Principles of Biology 4
- 106. Principles of Biology 4
- 270. Systematic Botany 4
- 310. General Ecology 4

Chemistry:

- 103. General Chemistry 3
- 103L. General Chemistry Laboratory 1
- 104. General Chemistry 3
- 104L. General Chemistry Laboratory 1

Physics:

- Choose one set from: 8
 - 121. & 122. General Physics
 - 211. & 213. Physics I & II

Mathematics:

115. Statistics	3
165. Calculus	4

Economics:

121. Macroeconomics	3
122. Microeconomics	3

Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
Where the above courses do not also meet Core Curriculum requirements, the appropriate core courses are required.	

PRE-LAW:**42 CREDITS****Accounting:**

231. Accounting Principles	3
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Economics:

121. Macroeconomics	3
122. Microeconomics	3

English:

120. Introduction to Debate & Argumentation	3
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History:

121. U.S. History before 1865	3
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Philosophy:

101. Logic	3
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Political Science:

120. American Government	3
210. Introduction to Political Analysis	3
Choose one course from:	3
250. Public Administration	
351. Public Policy I	
310. Research & Writing in Political Science	
323. Constitutional Law I	
324. Constitutional Law II	
332. International Law & Organizations	

Social Science:

200. Social Science Methods	3
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Other Requirements:

Take a Comprehensive Assessment Examination in the major	0
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SACRED MUSIC:**58-61 CREDITS**

The concentration in Sacred Music is designed for students majoring in areas other than music who wish to receive the basic training necessary to serve as church musicians. The concentration may be coupled with the Certificate of Family Ministry in order to increase the options for employment in an area that is presently expanding in churches. The Family Ministry Program's two classroom courses (Religion 261 and 262) may be taken as concentration electives. In addition, Music 400 Fieldwork will be credited toward the Family Ministry Field Work requirement. Persons wishing to attain certification in Church Music as an Associate in Ministry of the ELCA may fulfill synodical academic requirements through the concentration and additional course offerings in Religion and Philosophy. Such a person may receive an official "Call" to professional lay ministry.

Music:

103. Harmony & Analysis	3
104. Aural Skills I	1
105. Class Piano I	1
151. A Capella Choir	2
151. Handbell Ensemble	1
131. Organ	8
200. Music Appreciation	3
270. Worship	3
271. Developing Children's Choir	2
272. Hymnology	2
273. Chanting	1
370. History of Sacred Music	3
371. Resources & Repertoire	2
372. Service Playing	1
420. Choral Conducting & Literature	3
470. Field work	1
471. Sacred Music Project	1
472. Critical Issues in Church Music	2

Religion:

261. Spiritual & Religious Develop of Child	3
262. Spiritual & Religious Develop of Adult	3
330. The European Reformations	3

Choose three courses from:

9-12

PSY 250. Multicultural Perspectives
PSY 330. Psychology of Personality
SOC 207. Marriage and Family
SOC 208. Cultural Anthropology
REL 242. Psychology of Religion
REL 450. Theology & History of Lutheranism

COMPREHENSIVE SCIENCE FOR TEACHERS:**78 CREDITS**

The degree candidate majoring in Science for Teachers takes a listing of courses which includes biology (8 hours), chemistry (8 hours), physics (8 hours), biology, chemistry, or physics (20 hours in one science), geology (3 hours), and astronomy (4 hours). These requirements are exclusive of the teacher-education sequence. The program is supervised by the science program in which the student concentrates his or her work.

Biology:

105. Principles of Biology	4
106. Principles of Biology	4
200. Biology Seminar	1
401. Lab Internships	4

Chemistry:

103. General Chemistry	3
103L. General Chemistry Laboratory	1
104. General Chemistry	3
104L. General Chemistry Laboratory	1

Physics:

- | | |
|----------------------|---|
| 121. General Physics | 4 |
| 122. General Physics | 4 |

Earth Science:

- | | |
|-----------------------|---|
| 110. Physical Geology | 3 |
|-----------------------|---|

Astronomy:

- | | |
|----------------------------|---|
| 100. Descriptive Astronomy | 4 |
|----------------------------|---|

Science Courses:

- | | |
|--|----|
| Twenty credits above introductory level in
Biology, Chemistry, or Physics (not including BIO 401) | 20 |
|--|----|

Education:

- | | |
|---|----|
| 201. Historical/Philosophical/Sociological Foundations in Education | 3 |
| 215. Family-School-Community Relationships | 3 |
| 220. Child & Adolescent Development | 3 |
| 230. Educational Psychology | 3 |
| 343. Introduction to Exceptionalities | 3 |
| 360. Educational Technology | 3 |
| 412. Secondary/K-12 Teaching Methodology Seminar | 2 |
| 420. Special Methods in the Secondary School | 2 |
| 430. Field Experience in Secondary/K-12 Education | 1 |
| 435. Literacy Across the Content Areas | 2 |
| 435L. Literacy Across the Content Areas Lab | 0 |
| 440. Student Teaching Secondary/K-12 School | 12 |

Psychology:

- | | |
|-------------------------|---|
| 100. General Psychology | 3 |
|-------------------------|---|

Other Requirements:

- | | |
|--|---|
| Take a Comprehensive Assessment Examination in the major | 0 |
|--|---|

CHILD AND FAMILY INTERVENTION – DHH CHILDREN/FAMILIES 53-54 CREDITS**Choose 11-12 hours from:****11-12**

- | | |
|--|--|
| COM 120. Intro to Communication Appreciation (3) | |
| COM 201. Oral Communications (3) | |
| ENG 316. Advanced Expository Writing (2) | |
| HIS 230. 20th Century: A Global History (3) | |
| GEO 101. Principles of Cultural Geography (3) | |

Psychology:

- | | |
|-------------------------------|---|
| 320. Developmental Psychology | 4 |
|-------------------------------|---|

Sociology:

- | | |
|---------------------------------|---|
| 100. Introduction to Sociology | 3 |
| 207. Marriage and Family | 4 |
| 250. Multicultural Perspectives | 3 |

Education:

- | | |
|---|---|
| 210. Second Language Acquisition | 3 |
| 220. Child Development | 3 |
| 343. Introduction to the Exceptionalities | 3 |

Interdisciplinary Studies:

- | | |
|------------------------------------|---|
| 480. Independent Study: Internship | 3 |
|------------------------------------|---|

Special Education:

- | | |
|------------------------------------|---|
| 209. Introduction to DHH Education | 4 |
| 281. American Sign Language I | 3 |

282. American Sign Language II	3
367. Aural Habilitation	3
Choose 1 from:	3
SED 497. Reading/Writing DHH	
EDU 366. Speech/Language/Literacy	

CHILD AND FAMILY INTERVENTION – CHILD CARE/ EARLY INTERVENTION

51-52 CREDITS

Choose 11-12 hours from: **11-12**

- COM 120. Introduction to Communication Appreciation (3)
- COM 201. Oral Communications (4)
- ENG 316. Advanced Expository Writing (2)

Note: This course has been dropped from the curriculum. A revision to the major to replace this requirement is expected in the 2006-07 academic year.

- HIS 230. 20th Century: A Global History (3)
- GEO 101. Principles of Cultural Geography (3)

Psychology:

- 320. Developmental Psychology 4

Sociology:

- 100. Introduction to Sociology 3
- 207. Marriage and Family 4
- 250. Multicultural Perspectives 3

Education:

- 220. Child and Adolescent Development 3
- 262. B-K Curriculum 3
- 264. Family Diversity, Involvement and Partnership 3
- 343. Introduction to Exceptionalities 3
- 361. B-K Foundations 3
- 365. Preschool Exceptional Children and Agency Collaboration 3
- 366. Speech, Language and Emerging Literacy 3

Interdisciplinary Studies:

- 480. Independent Study: Internship 3

Nursing:

- 220. Health Issues of Young Children 2

ARTS MANAGEMENT

77-83 CREDITS

Accounting:

- 231. Accounting Principles 3
- 330. Managerial Accounting 3

Art:

- 217. Philosophy of Art 3
- 341. History of Art I 3
- 342. History of Art II 3

Business:

- 340. Business Management 3
- 344. Business Finance 3
- 360. Marketing 3

Communication:

- 209. Media Writing I 4

210. Media Writing II	4
320. Non-Profit Public Relations	4
Computer Science:	
175. Information Technology	4
220. Web and Net-Centric Design	4
Economics:	
Choose one course:	3
121. Principles of Macroeconomics	
122. Principles of Microeconomics	
Interdisciplinary Studies:	
383. Apprenticeship in Arts Management	3
Music:	
111. Introduction to Music Literature	2
254. Music History & Literature I	3
255. Music History & Literature II	3
Theatre:	
260. History of Theatre & Drama I	4
265. History of Theatre & Drama II	4
Choose one emphasis:	
1. Visual Arts Emphasis:	18
201. Basic Color & Design	
211. Drawing	
221. Painting I	
441. History of Art III	
Choose two courses:	
225. Ceramics	
311. Life Drawing	
321. Painting II	
2. Music Emphasis:	15-17
090. Music Fundamentals or Proficiency	
103. Harmony & Analysis I	
104. Aural Skills I	
131. Applied Music (7 credits of lower division)	
201. Harmony & Analysis II	
202. Aural Skills II	
3. Theatre Emphasis:	12
110. Acting Studio I	
220. Stage Techniques	
450. Directing	
CONSERVATION OF NATURAL RESOURCES—POLICY:	77-82 CREDITS
Biology:	11
110. Concepts of Biology	
237. Biodiversity	
310. General Ecology	
Conservation of Natural Resources:	19-21
120. Introduction to Conservation of Natural Resources	
225. Environmental Monitoring	
325. Landscape Management	
370. Environmental Management	
470. Problems in Conservation of Natural Resources	

Earth Science:	3
110. Physical Geology	
Economics:	12
122. Microeconomics	
262. Economics of the Environment	
322. Government and Business	
362. Economic Assessment of the Environment	
Geography:	3
101. Principles of Geography	
Mathematics:	8
215. Applied Statistics	
Choose one course:	
129. Precalculus	
165. Calculus I	
Philosophy:	3
251. Environmental Ethics	
Choose three courses from:	9
ECO 383. Law and Economics	
ECO 423. Public Finance	
POL 222. State and Local Government	
POL 250. Public Administration	
POL 351. Decision Making and Analysis	
Choose three courses from:	9-12
ECO 424. Economic Development	
SOC 208. Cultural Anthropology	
SOC 312. American Demographics	
SOC 303. Cities and Urban Life	
SSC 200. Social Science Methods	
CONSERVATION OF NATURAL RESOURCES—SCIENCE:	83-87 CREDITS
Biology:	16
105. Principles of Biology I	
106. Principles of Biology II	
237. Biodiversity	
310. General Biology	
Chemistry:	8
103. General Chemistry I	
104. General Chemistry II	
Conservation of Natural Resources:	19-21
120. Introduction to Conservation of Natural Resources	
225. Environmental Monitoring	
325. Landscape Analysis	
370. Environmental Management	
470. Problems in Conservation of Natural Resources	
Earth Science:	3
110. Physical Geology	
Economics:	12
122. Macroeconomics	
262. Economics of the Environment	

322. Government and Business

362. Economic Assessment of the Environment

Mathematics:

8

215. Applied Statistics

Choose one course:

129. Precalculus

165. Calculus I

Philosophy:

3

251. Environmental Philosophy

Choose four courses from:

14-16

BIO 212. Bacteriology

BIO 260. Natural History and Field Biology

BIO 270. Systematic Botany

CHE 210. Quantitative Chemistry

CHE 310. Biochemistry

CHE 320. Instrumental Chemistry

EAR 210. Climatology and Meteorology

GEO 101. Principles of Geography

PHY 110. Concepts of Physics

COURSE DESCRIPTIONS

ACCOUNTING

ACC 231. ACCOUNTING PRINCIPLES.

The purpose and nature of accounting, preparation of financial statements, accounting cycle for service and merchandising enterprises, internal control, accounting for corporations and analysis/interpretations of financial statements. Three credits. (Fall, Spring, Summer)

ACC 330. MANAGERIAL ACCOUNTING.

Prerequisites: ACC 231

A basic understanding of the interpretation and uses of accounting data in planning and controlling business activities of cost behavior. Three credits. (Fall, Spring, Summer)

ACC 331. ACCOUNTING PRINCIPLES—INTERMEDIATE I.

Prerequisites: ACC 231

Emphasis on accounting theory and conceptual framework, financial statement structure and terminology, continuing emphasis on current accounting standards, problems, and the changing nature of contemporary principles and practices. Three credits. (Fall, Spring)

ACC 332. INCOME TAX ACCOUNTING.

Prerequisites: ACC 231

A comprehensive look at the application of the income tax regulations and laws as they apply to individuals. Additionally, tax principles, tax planning, tax shelters, tax practice and procedures, and tax research will be examined. Three credits. (Fall, Spring)

ACC 334. ACCOUNTING PRINCIPLES—INTERMEDIATE II.

Prerequisite: ACC 331

A continuation of Intermediate I, with sustained emphasis on accounting theory and concepts. Special areas of emphasis include corporate capital, statement of changes in financial position, earnings per share, statement analysis and interpretation, impact of price-level change, revenue recognition, leases and pensions. Three credits. (Spring)

ACC 431. ACCOUNTING PRINCIPLES-ADVANCED.

Prerequisite: ACC 334.

Continued emphasis on the theoretical framework of accounting. Application of concepts and procedures to special areas and activities including partnership accounting, variants of revenue recognition, extended coverage of business combinations and corporate consolidations, fiduciary and budgetary accounting. Three credits. (Fall)

ACC 432. COST ACCOUNTING.

Prerequisites: ACC 331, (334 Suggested).

Concepts of managerial responsibility for planning, control, and decision-making through the application of techniques of cost data accumulation, allocation, distribution, and reporting; job order, process, and standard cost systems are also examined. Three credits. (Fall, Spring)

ACC 433. AUDITING.

Prerequisites: ACC 331, (334 Suggested).

Conceptual approach to the professional and technical aspects of the auditing discipline, emphasizing attainment of audit objectives through application of auditing principles, standards, procedures, and internal control features. Three credits. (Fall, Summer)

ACC 434. CPA PROBLEMS AND REVIEW.

Prerequisite: ACC 334.

Review and preparation for the CPA examination. Three credits. (Fall)

ACC 461, 462. INTERNSHIP IN ACCOUNTING.

Ten on-site work hours per week for one semester. Three credits. (On demand)

ACC 465, 466. INTERNSHIP IN ACCOUNTING.

Twenty on-site work hours per week for one semester. Six credits each. (On demand)

ACC 470. CO-OP PROGRAM IN ACCOUNTING.

Forty on-site work hours per week for one semester. Twelve credits. (On demand)

ART

ART 200. ART APPRECIATION.

A study of the fundamentals of visual design, the materials and techniques by which they are made, and the principal forms of art developed by cultures both ancient and modern. Three credits. (Fall, Spring)

ART 201. DESIGN I.

An examination of the principles, theories, and concepts of color and design and their application to two and three dimensional design. There will be formal exercises which are aimed at assisting the students in the development of sensitivity to color, composition, and form-making. Studio course. Three credits. (Odd Fall)

ART 205. PHOTOGRAPHY.

A basic introduction to the equipment, materials, and techniques for producing good photographic prints, as well as the aesthetic concepts related to the art of photography. Three credits. (Fall)

ART 206. SCULPTURE.

Introduction to three-dimensional materials, techniques, and additive and subtractive sculptural processes. Three credits. (Even Fall)

ART 211. DRAWING I.

Basic visual concepts and materials traditionally associated with the art of drawing. Three credits. (Fall)

ART 217. PHILOSOPHY OF ART.

An analysis of the principles involved in the description, interpretation, and evaluation of the arts and the relation of aesthetics to other aspects of philosophy. Three credits. Cross-listed with Philosophy 217. (Even Fall)

ART 221. PAINTING I.

Prerequisite: ART 201 or 211 or permission of instructor

Beginning course designed to introduce the student to basic materials and painting techniques. Emphasis on expressive effect and the emotional nature and impact of the art work. Three credits. (Fall)

ART 223. GRAPHIC REPRODUCTION TECHNIQUES.

Prerequisites: ART 201, 211.

Introduction to the art of printmaking, including project work in linocut, woodcut, drypoint, etching, engraving, silk-screen, and combined media. Three credits. (Odd Fall)

ART 225. CERAMICS.

Introduction to the art of handbuilding and wheel throwing, glazing, decorating, kiln construction, and firing techniques. Three credits. (Spring)

ART 301. DESIGN II.

Prerequisite: ART 201.

Further development of concepts related to the organization of visual elements in two and three dimensional designs. Three credits. (Even Spring)

ART 311. DRAWING II.

Prerequisite: ART 211.

Beginning studio course in the fundamentals of drawing the human figure. It will cover basic topics such as the structure of the human body, general proportions, and basic expressive considerations. Three credits. (Spring)

ART 321. PAINTING II.

Prerequisites: ART 211, 221.

The exploration of a variety of media and subjects. This course emphasizes the development of personal modes of expression in form and content. Three credits. (Spring)

ART 341. HISTORY OF ART I.

Prerequisite: HIS 101.

A survey of art from the Paleolithic Period through the Gothic. Three credits. (Fall)

ART 342. HISTORY OF ART II.

Prerequisite: HIS 102.

A survey of the principal forms of art created from the Gothic through the Modern and Contemporary eras. Three credits. (Spring)

ART 360. ART METHODS I.

Prerequisites: PSY 100, EDU 230.

A practicum to the study, design and development of pedagogical strategies, teaching materials, and lesson plan components with emphasis on the implementation of technology at all levels of teacher preparation. Prospective teachers examine the developmental stages as a source for the approbation of materials and the evaluation of creative, intellectual, perceptual and aesthetic components of the art activity. —*pre-school through sixth grade*; research and investigation of theories in child art and the history of art education. Three credits. (Fall)

ART 370. ART METHODS II.

Prerequisite: ART 360.

A study of pedagogical methods and procedures for curriculum development at the

middle grades and secondary education levels in art education. Particular attention to psychological and physiological growth as a reflection of adolescent behavior and as a precursor to the implementation of design elements and principles, art history, art appreciation, and studio activities. —*middle grades through high school*; preparation and development of a teaching philosophy and continued inquiry and studies in art education. Three credits. (Spring)

ART 371. PAINTING III.

Prerequisites: ART 221, 321.

This course gives the student an opportunity for an in-depth exploration of new and novel ways of pictorial expression that incorporate unconventional techniques and materials. Three credits. (Even Spring)

ART 381, 382, 383, 384. SELECTED TOPICS IN ART.

Selected topics in studio art. One, two, three, or four credits. (On demand)

ART 400. SENIOR PORTFOLIO.

The completion of a body of work that reflects on a particular creative problem in studio art or a thesis in art history or aesthetics. One credit. (Fall, Spring)

ART 401. ART THERAPY I.

Prerequisites: PSY 320, 330, ART 201, 211, 221, 225 and 360.

This course will discuss what children, adolescents, and adults communicate through their art, giving practical tools for assessing their intellectual and emotional development in non-verbal expression. Three credits. (Spring)

ART 421. DESIGN III.

Prerequisites: ART 201, ART 205, ART 301.

This course will involve a wide range of design problems with an emphasis on conceptual and technical elements as resolved with the use of digital imagery and computer technology. Students will study aspects of color psychology and explore digital color management as related to the impact of electronic color on design and illustration. Three credits. (Even Fall)

ART 441. HISTORY OF ART III.

Prerequisites: ART 341, 342, HIS 101, 102.

This course provides a survey of the Avant-Garde movements of the late nineteenth and early to mid-twentieth centuries, artistic manifestos, utopias, and the search for individuality. Three credits. (On demand)

ART 450. ART THERAPY II.

Prerequisites: ART 401

This course will provide a direct on-site therapist/client experience for the student in order to develop sequential strategies for art therapy. The course requires the student to spend 160 hours on-site. Three credits. (Fall)

ART 451. INTERNSHIP IN GRAPHIC DESIGN.

This course will enable students to gain practical experience in a professional work setting, assisting them to build their portfolio and providing the opportunity to gain valuable job references to be used with prospective employers, thus enhancing their marketability and job readiness. Three credits. Cross-listed with CSC 451. (Fall, Spring)

ART 490. SENIOR HONORS THESIS.

Intensive study or presentation of a particular visual art or education-related area, culminating in an honors thesis or project, approved and directed by an art faculty member and evaluated by a faculty committee. This area may be an in-depth review and interpretation of art literature or history, or a public presentation displaying advanced study and application of particular artistic techniques in a single medium or multiple media. Three credits. (Fall, Spring)

ASTRONOMY**AST 100. DESCRIPTIVE ASTRONOMY.**

Practical astronomy (time, motions, and positions), members of the solar system, stellar types and populations, galaxies, and cosmology. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

AST 110. CONCEPTS OF ASTRONOMY.

An introduction to the science of astronomy, including study of the solar system stellar types, populations and stellar evolution, galaxies, and cosmology. Laboratory exercises will be concerned with positions and motions of celestial objects. One or two evening observation sessions will be required. Two lecture hours and two laboratory hours per week. Three credits. (Fall, Spring, Summer)

AST 200. ASTROPHYSICS.

Prerequisites: AST 100, PHY 122 or 203, MAT 166.

Content and outlook of modern astronomy and astrophysics. The solar system, stars, galaxies, and the universe. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

AST 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisite: Permission of the instructor.

Selected topics from observational and theoretical areas of astronomy. One, two, three, or four credits. (On demand)

BIOLOGY**BIO 105. PRINCIPLES OF BIOLOGY.**

Must be taken by all biological majors. The course emphasizes major biological concepts ranging from the molecular to the ecosystem level. The following principles are covered: basic chemical and physical laws, energy dynamics, genetics, ecology, evolution, cell structure and function, growth and development. Laboratory exercises and experiments demonstrate analytical and descriptive approaches to biology and involve the collection, organization, and interpretation of various types of biological data. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 106. PRINCIPLES OF BIOLOGY.

Continuation of BIO 105. Must be taken by all biological majors. The course emphasizes major biological concepts ranging from the molecular to the ecosystem levels. The following principles are covered: basic chemical and physical laws, energy dynamics, genetics, ecology, evolution, cell structure and function, growth and development. Laboratory exercises and experiments demonstrate analytical and descriptive approaches to biology and involve the collection, organization, and

interpretation of various types of biological data. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

BIO 110. CONCEPTS OF BIOLOGY.

A course designed for non-majors involving a study of the basic biological concepts common to living organisms. Particular consideration given to the physical and chemical laws governing life, cell structure and function and basic principles of genetics, photosynthesis, cellular respiration, reproduction, and evolutionary theory. Two lecture hours and two laboratory hours per week. Three credits. (Fall, Spring, Summer)

BIO 200. BIOLOGY SEMINAR.

Prerequisites: BIO 110 or BIO 105, 106 or permission of the instructor.

A seminar designed to expand the student's exposure to current scientific research. Researchers from nearby institutions will present seminars on various topics of biology. Students also will be required to present a one-half hour seminar and to critique one or more of the seminars given by an outside speaker. Each biology major is required to complete one credit. Course may be taken up to four times for a total of four credits. One credit. (Fall, Spring)

BIO 201. HEALTH CAREERS INTERNSHIP.

Prerequisites: BIO 105, 106 or permission of the instructor.

A minimum of five hours per week at Frye Regional Medical Center or Catawba Regional Medical Center including experience in each of the following areas: diagnostic (lab, x-ray, cardiac), general nursing care, operating room, rehabilitation, patient's point of view. Cannot be counted as credit toward a biology major. One credit. (Fall, Spring)

BIO 202. ADVANCED HEALTH CAREERS INTERNSHIP.

Prerequisite: BIO 201 or permission of instructor.

A minimum of five hours per week at Frye Regional Medical Center or Catawba Regional Medical Center, including either additional experience in one selected area covered in Health Careers Internship or experience in one of the following centers: heart, neuroscience, rehabilitation, orthopedic, or others by arrangement. Cannot be counted as credit toward a biology major. Course may be taken up to four times for a total of four credits. One credit. (Fall, Spring)

BIO 203. VERTEBRATE ZOOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

An investigation of various evolutionary adaptations and radiations among vertebrates with emphasis on comparison of form and structure as it relates to function. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 212. BACTERIOLOGY.

Prerequisites: BIO 105, 106 and one year of college chemistry or permission of the instructor.

The morphology, physiology, development and genetics of bacteria. Identification, isolation and cultivation using standard laboratory procedures. Three lecture hours and four laboratory hours per week. Four credits. (Spring, Summer)

BIO 220. MICROBIOLOGY.

Prerequisites: CHE 101 or 103, BIO 281.

A course designed for nursing students to explore the basic biology of

microorganisms (bacteria, viruses, rickettsiae, protozoa and helminths). Included are: infectious diseases, host-pathogen relationships, and the immune response. Three lecture hours and three laboratory hours per week. Four credits. (Spring, Summer)

BIO 230. INVERTEBRATE ZOOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

Taxonomy, morphology, physiology, ecology, and evolution of the major phyla of invertebrate animals, including the insects. Living specimens are utilized where possible and field studies are encouraged. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

BIO 237. BIODIVERSITY.

Prerequisite: BIO 110 or 106.

An examination of the variety and variability of life on earth and the interrelationships in ecosystems. The course will look at complex relationships between living and non-living aspects of the natural world. Topics include climatology and habitat diversity, taxonomic diversity, evolution and speciation, limiting factors, the impact of invasive species and requirements for biological conservation. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 240. CELL BIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

This course provides in-depth consideration of the close correlation between the structural and chemical basis of cellular organization and function. Emphasis is given to cellular components, cellular ultrastructure, cytological techniques, major cellular processes, and regulation of cellular structure and function. Current literature is utilized to emphasize recent research findings. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 245. PLANT ANATOMY AND PHYSIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

A course designed to introduce the biological science major to plant life through the study of evolution, life histories, anatomy, and physiology. Special emphasis will be placed upon the anatomy and physiology of the flowering plants. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

BIO 250. HISTOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

A study of cells, tissues and their organization in living organisms. Laboratory work will include histological techniques. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

BIO 260. NATURAL HISTORY AND FIELD BIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

An investigation of selected groups of organisms, especially the vertebrates, as found in their natural habitats, including life cycles, adaptations, interactions with other organisms and evolutionary relationships. Field techniques of investigation will be emphasized. Three lecture hours and three laboratory hours per week. Four credits. (Odd Spring)

BIO 270. SYSTEMATIC BOTANY.

Prerequisites: BIO 105, 106 or permission of the instructor.

Identification and classification of native plants, especially seed-bearing plants;

observation and collection of specimen plants on organized field trips. Three lecture hours and three laboratory hours per week. Four credits. (Odd Fall)

BIO 281. HUMAN ANATOMY AND PHYSIOLOGY.

Prerequisite: Prior laboratory course in biology or chemistry.

Introductory survey course in human anatomy and physiology. Major topics covered include cellular structure and function, skeletal, muscle, nervous, special senses, and endocrine systems. Three lecture hours and three laboratory hours per week. Four credits. **NOTE:** Biology, pre-medical, medical technology, preforestry and biology teacher education majors may enroll in this course for elective credit only (i.e., credits will not count toward biology major). However, if both BIO 281 and BIO 282 are completed, four hours of credit can count toward the major. (Fall, Summer)

BIO 282. HUMAN ANATOMY AND PHYSIOLOGY.

Prerequisite: BIO 281 or permission of the instructor.

Continuation of BIO 281. A study of respiratory, circulatory, digestive, excretory, and reproductive systems. Three lecture hours and three laboratory hours per week. Four credits. **NOTE:** Biology, pre-medical, medical technology, pre-forestry, and biology teacher education majors may enroll in this course for elective credit only (i.e., credits will not count toward biology major). However, if both BIO 281 and BIO 282 are completed, four hours of credit can count toward the major. (Spring, Summer)

BIO 305. GENETICS.

Prerequisites: BIO 105, 106 or permission of the instructor.

Fundamental principles of heredity and variation in organisms. Additional emphasis is placed on recent developments in molecular, viral, and microbial genetics. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

BIO 310. GENERAL ECOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

General principles relating to the dynamics of both aquatic and terrestrial ecosystems. Special emphasis on energy flow, mineral cycling, trophic organization, population dynamics, and community development. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 320. ANIMAL PHYSIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

Introduction to basic animal physiological mechanisms. The relationship of form and function will be discussed with special emphasis upon events at the cellular and molecular levels. Major organ systems will be covered in lecture and selected events in each system studied in laboratory sessions. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

BIO 331. IMMUNOLOGY.

Prerequisites: BIO 105, 106, CHE 104, 104L.

Introduction to immunology and the immune response. Emphasis upon the induction and expression of cellular and humoral immunity by investigation of antigen and antibody structure, cellular interactions of the reticuloendothelial system, and a brief survey of immunopathology, including autoimmunity, allergic reactions and tumor immunology. Readings of classic papers and current literature in immunology research will be required. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

BIO 360. DEVELOPMENTAL BIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

An investigation of the morphological, biochemical, and genetic aspects of development and differentiation of living systems. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

BIO 381, 382, 383, & 384. SPECIAL TOPICS IN BIOLOGY.

Prerequisites: BIO 105, 106 or permission of the instructor.

A course designed to provide an opportunity for an in-depth study of selected topics within the field of biological sciences. Topics may include the following: comparative animal physiology, parasitology, plant physiology, radiation biology, origin of life, cytogenetics, animal behavior, and nutrition. Topics and credit will be announced each time the course is offered. Course may be repeated with different topics. One to four credits. (On demand)

BIO 390, 391. HONORS TUTORIAL.

These courses will be taken by students invited to participate in the Biology Honors program during successive semesters of the junior year. Courses consist of conferences, seminars, readings, and assigned writings intended to develop critical perspectives on modern biological problems and to provide a breadth and sense of historical continuity in biological thought. One credit. (390 Fall, 391 Spring)

BIO 400. RESEARCH PROBLEMS.

Prerequisite: Sixteen credits of Biology or permission of the instructor.

A one semester research course open to all biology majors and required of all students seeking a B.S. degree in biology. Students will be expected to be involved in experimental design and laboratory research which will culminate in a written and oral presentation. Four credits. (Fall, Spring)

BIO 401. LAB INTERNSHIP.

Students will assist in and help set up, teach and take down introductory biology laboratories for one semester (approximately 10 labs, two hours each). They will develop a lesson and present it. They will learn to develop materials lists, to place orders for materials and will learn preparation techniques. May be repeated for credit. One credit. (Fall, Spring)

BIO 471, 472, & 473. BIOLOGY INTERNSHIP.

Field and/or laboratory experiences in the area of biological science such as a science museum, veterinarian practice, environmental laboratory or other approved activity. Does not count as credit toward the biology major. Three hours of activity per week is required for each credit. One to three credits. (On demand)

BIO 490, 491. SENIOR HONORS INVESTIGATION.

Prerequisites: BIO 390, 391.

These courses will be taken by Biology Honors students during successive semesters of the senior year. Independent research on a biological subject of interest to the student will be conducted under the guidance of a biology faculty member and a departmental committee. Upon completion of the research project, the student must prepare a written report of the investigation and pass an oral examination on the project administered by the departmental committee. May be used in place of BIO 400 as a major requirement. Three credits. (490 Fall, 491 Spring)

BUSINESS

BUS 100. INTRODUCTION TO BUSINESS.

A fundamental survey course designed to familiarize students with a broad overview of the relationships that exist among an organization's management, marketing, finance, production, and accounting functions. Open to freshmen or any other student who has not yet completed a course in accounting or management. Business 100 will not satisfy any business major curriculum requirement. Three credits. (Fall, Spring)

BUS 300. BUSINESS COMMUNICATIONS.

Prerequisites: ENG 131, CSC 175 Recommended.

The development of communication skills in a variety of business situations including business correspondence, business reports, research methodology, small group communication, oral presentations, and the employment process. Three credits. (Fall, Spring)

BUS 320. MANAGEMENT INFORMATION SYSTEMS.

Prerequisite: CSC 175.

A basic understanding of the principles related to management information systems and the impact of management information systems in the business environment. Emphasis is on decision making, the need for information, and the use of computer systems as a provider of the information. Three credits. (Fall, Spring)

BUS 340. BUSINESS MANAGEMENT.

An analysis of underlying theory and principles of business organization and management, including administrative methods and practices required for organizing, planning, directing, and controlling a business enterprise. Three credits. (Fall, Spring, Summer)

BUS 341. INVESTMENTS.

Prerequisites: ACC 231.

An examination of the principles underlying sound investment; a study of investment objectives, alternatives, risk, and the various investment media. Three credits. (Spring)

BUS 344. BUSINESS FINANCE.

Prerequisites: ACC 231.

A study of the financial area from the standpoint of the business corporation. Consideration of both internal financial management and external relationships with money and capital markets, financial planning, sources of funds, classes and types of securities, and valuation of business. Three credits. (Fall, Spring, Summer)

BUS 345. HUMAN RESOURCE MANAGEMENT.

Prerequisite: BUS 340.

Concepts, principles, and practices in human resource management in business and industry. Emphasis is given to the role of the human resource administrator, the systematic use of scientific technique, and the impact of the human relations involved in the development of a sound personnel program. Three credits. (Fall)

BUS 346. BUSINESS STATISTICS.

Prerequisite: MAT 126 or 165.

Business and economic statistics, nature of statistics, statistical descriptions, statistical inference, time series, and variables. Three credits. (Fall, Spring)

BUS 349. MANAGING THE SMALL BUSINESS.

Prerequisites: ACC 231, 330, BUS 340, 360.

An emphasis on the aspects of management which are uniquely important to small business. Designed to develop an understanding of the environments within which small business survives, to provide an appropriate balance of business function and managerial function, and to translate managerial concepts and principles into practical application to the small business setting. Three credits. (Fall)

BUS 360. MARKETING.

Prerequisites: ECO 121, 122.

A comprehensive survey covering marketing environment, consumer behavior, marketing planning, marketing mix, and the international market. Half of the semester is devoted to the marketing mix of product, place, price, and promotion. Three credits. (Fall, Spring, Summer)

BUS 362. SALES MANAGEMENT.

Prerequisite: BUS 360.

A study of buying behavior, the nature of personal selling, and the principles of effective selling, with emphasis on the professional qualifications and obligations of the salesman. Three credits. (Fall)

BUS 364. ADVERTISING.

Prerequisite: Bus 360.

A study of the concepts and application of principles of advertising, historical perspective, contemporary impact, types of advertising, media, effect on consumer behavior, and career possibilities. Three credits. (Spring)

BUS 366. SPORT MARKETING.

Prerequisite: Bus 360.

An examination of the issues of sport marketing, with special consideration given to market scanning, market analysis, and sponsoring planning in sports. All sport levels will be addressed, with special attention given to the collegiate and professional levels, including conference marketing campaign and promotions of the IOC, MLB, NHL, NBA, NFL, and NASCAR. Three credits. (Fall)

BUS 370. BUSINESS LAW I.

Principles of law which govern the daily conduct of business. The topics covered are contracts, sales contracts and commercial paper. Three credits. (Fall, Spring, Summer)

BUS 372. BUSINESS LAW II.

Topics covered include agency, bailments, carriers, partnerships, corporations, unfair competition, bankruptcy, secured transactions, property, trusts, mortgages, insurance, and wills. Three credits. (Spring, Summer)

BUS 380. BUSINESS ETHICS AND SOCIAL RESPONSIBILITY.

An examination of the ethical issues involved in business decision-making, the regulation of business, the responsibilities of business in dealing with human rights, the environment, and the consumer. Strategies for putting corporate responsibility into practice. Three credits. (Fall, Spring, Summer)

BUS 381, 382, 383, 384. SPECIAL TOPICS IN BUSINESS.

Prerequisite: Varies depending on topic.

Special investigation of selected areas of business not covered in other business courses. One, two, three, or four credits. (On demand)

BUS 439. ORGANIZATIONAL BEHAVIOR.

Prerequisite: BUS 340.

This course provides the student with a basic understanding of the fundamentals related to the application of human behavior principles in many types of organizations. Topics to be discussed include motivation, group dynamics, leadership, followership, and the manager as a change agent. Three credits. (Fall, Spring)

BUS 440. PRODUCTION AND OPERATIONS MANAGEMENT.

Prerequisites: BUS 340, 346.

The course seeks to develop skills needed by business managers to effectively coordinate the production and operations process. Such topics as product design, process planning, facility layout, and quality control will be introduced. Three credits. (Fall, Spring)

BUS 442. INTERNATIONAL BUSINESS.

Prerequisites: ACC 231, 330, BUS 340, 360, 344.

An introduction into the complex process of global business activities with special consideration given to environmental interactions, social/cultural constraints, political/legal issues, economic differences, accounting/financial problems, and marketing/management techniques. Three credits. (Spring)

BUS 450. BUSINESS POLICY.

Prerequisites: Senior status and BUS 340, 344, 360, or permission of the instructor.

This is a capstone course which seeks to present the skills necessary to evaluate business firms in their efforts to achieve objectives and establish effective operating practices. The course is most effective if taken near the conclusion of the major program. Three credits. (Fall, Spring, Summer)

BUS 451. MARKETING MANAGEMENT.

Prerequisites: BUS 340, 346, 360.

This course seeks to develop skills in analyzing complex marketing situations in dynamic business environments and devising the proper business strategies for guiding firms in such situations. Students analyze marketing objectives, programs, strategies, and decisions. Case studies and a business simulation (computer game) may be employed. Three credits. (Spring)

BUS 452. MARKETING RESEARCH.

Prerequisites: BUS 340, 346, 360.

A study of the research techniques used in marketing to make meaningful business decisions. Such topics as causal design, attitude measurement, data collection, and data analysis will be covered. Three credits. (Fall)

BUS 461, 462. INTERNSHIP IN BUSINESS.

Ten on-site work hours per week for one semester. Three credits. (On demand)

BUS 465, 466. INTERNSHIP IN BUSINESS.

Twenty on-site work hours per week for one semester. Six credits each. (On demand)

BUS 470. CO-OP PROGRAM IN BUSINESS.

Forty on-site work hours per week for one semester. Twelve credits. (On demand)

BUS 490. HONORS SEMINAR.

Honors seminar on individual research topic. Three credits.

CHEMISTRY

CHE 101. FUNDAMENTALS OF GENERAL AND INORGANIC CHEMISTRY.

A study of principles, laws, and theories which are basic to understanding chemical changes. Topics include atomic structure, periodic table, chemical bonding, nomenclature of compounds, solutions, acids and bases, chemical reactions and equilibrium, chemical kinetics, electrochemistry, nuclear chemistry, and properties of important metallic and nonmetallic elements and their compounds. Four credits.

Three lecture and three laboratory hours per week. (Fall)

CHE 103. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS.

Corequisite: CHE 103L.

Fundamental principles and theories of chemistry and chemical calculations. Three lecture hours per week. Three credits. (Fall, Summer)

CHE 103L. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS LABORATORY.

Corequisite: CHE 103.

Three general chemistry laboratory hours per week. One credit. (Fall, Summer)

CHE 104. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS.

Corequisite: CHE 104L.

A continuation of 103, descriptive inorganic chemistry; fundamentals of qualitative analysis. Three lecture hours per week. Three credits. (Spring, Summer)

CHE 104L. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS LABORATORY.

Corequisite: CHE 104.

Three general chemistry laboratory hours per week. One credit. (Spring, Summer)

CHE 110. CONCEPTS OF CHEMISTRY.

A course designed for non-majors involving the study of the chemistry and laws governing chemical and physical changes in the world. A survey of origins, fundamentals, and trends underlying the science of chemistry in its interaction with the world. Three credits. Two lecture hours and two laboratory hours per week. **NOTE:** Chemistry 110 does not count toward chemistry or biology majors. (Fall, Spring, Summer)

CHE 201. ORGANIC CHEMISTRY.

Prerequisites: CHE 104, 104L; Corequisite: CHE 201L.

Nomenclature, stereochemistry, preparation, and reactions of organic compounds, with consideration of basic principles and reactions. Three lecture hours per week. Three credits. (Fall)

CHE 201L. ORGANIC CHEMISTRY LABORATORY.

Corequisite: CHE 201

Three organic chemistry laboratory hours per week. One credit. (Fall)

CHE 202. ORGANIC CHEMISTRY.

Prerequisites: CHE 201, 201L; Corequisite: CHE 202L.

A continuation of CHE 201, molecular and structural analysis; reaction types, reaction mechanisms, and organic synthesis. Three lecture hours per week. Three credits. (Spring)

CHE 202L. ORGANIC CHEMISTRY LABORATORY.

Corequisite: CHE 202.

Three organic chemistry laboratory hours per week. One credit. (Spring)

CHE 210. QUANTITATIVE ANALYSIS.

Prerequisites: CHE 104, 104L.

A study of analytical theories and methods, including basic techniques in unit operations. Treatment of analytical data, gravimetric, volumetric, and some colorimetric instrumental analysis. Two lecture hours and six laboratory hours per week. Four credits. (Fall)

CHE 303. PHYSICAL CHEMISTRY.

Prerequisites: CHE 104, 104L, MAT 165.

A study of the states of matter, chemical thermodynamics, chemical dynamics, surface phenomena, quantum theory, and atomic and molecular structure. Three lecture hours and three laboratory hours per week. Four credits. (Even Fall, Odd Spring)

CHE 304. PHYSICAL CHEMISTRY.

Prerequisite: CHE 303.

A continuation of CHE 303. Three lecture hours and three laboratory hours per week. Four credits. (Odd Fall)

CHE 310. INTRODUCTORY BIOCHEMISTRY.

Prerequisites: CHE 202, 202L; Corequisite CHE 310L.

A study of carbohydrates, lipids, proteins, nucleic acids, enzymes, and biological metabolism. Three lecture hours per week Three credits. (Spring)

CHE 310L. INTRODUCTORY BIOCHEMISTRY LABORATORY.

Corequisite: CHE 310.

Three biochemistry laboratory hours per week. One credit. (Spring)

CHE 320. INSTRUMENTAL CHEMICAL ANALYSIS.

Prerequisite: CHE 210.

Chemical analysis with various optical methods, including the use of UV, IR and AA spectrophotometers, various electrochemical methods, radioactivity analysis, ion exchange, and gas and liquid chromatography. Two lecture hours and six laboratory hours per week. Four credits. (On demand)

CHE 381, 382, 383, 384. SPECIAL TOPICS.

Selected topics in the fields of analytical, inorganic, organic, physical chemistry, polymer chemistry or radiation chemistry, and other scientifically related topics. A seminar style course. By permission of the instructor. One to four credits. (On demand)

CHE 401. ADVANCED ORGANIC CHEMISTRY.

Prerequisites: CHE 202, 202L.

A mechanistic approach to modern synthetic organic chemistry. Identification of organic compounds by both classical and modern methods. Two lecture hours and six laboratory hours per week. Four credits. (Even Fall)

CHE 402. ADVANCED INORGANIC CHEMISTRY.

Prerequisites: CHE 104, 104L.

Atomic structure, chemical bonding, and molecular structure of inorganic compounds and their relationships to the periodic table and chemical properties. Special emphasis on coordination chemistry and elucidation of structure and bonding in

compounds. Laboratory: inorganic synthesis emphasizing preparatory techniques. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

CHE 460. INTERNSHIP IN CHEMISTRY.

Application of chemical principles during a supervised internship in a chemical research laboratory or workplace. Involves a minimum of ten on-site work hours per week or an equivalent time in summer. May be repeated, but only three credit hours may be taken as credit toward the chemistry major. By permission of the Chemistry Department. Three credits. (On demand)

CHE 470. SENIOR REVIEW.

An assessment of the four principal subject areas of chemistry: inorganic, analytical, organic and physical chemistry. The course also involves demonstration of proficiency in four major instruments. One credit. (Spring)

CHE 480, 481, & 482. RESEARCH PROBLEMS IN CHEMISTRY.

Open to seniors and qualified juniors in chemistry or related fields. Arrangements to be made by the department. One to three credits. (On demand)

CHE 491. HONORS SPECIAL TOPICS.

Open to those students invited to participate in the Chemistry Honors Program. Selected topics in the field of analytical, inorganic, organic, physical chemistry, polymer chemistry or radiation chemistry, and other scientific topics. A seminar style course. Two credits. (On demand)

CHE 492. HONORS RESEARCH PROBLEMS.

Open to those students invited to participate in the Chemistry Honors Program. Arrangements to be made by the department. Three credits. (On demand)

CLASSICS

CLA 210. CLASSICAL MYTHOLOGY.

This course is an introduction to the myths of Greek and Roman literature and their ancient and modern visual representations. The focus will be on story elements and patterns, genealogy, pronunciation, Mediterranean geography, specialized features of analysis and composition, and developments in informed study and interpretation. Three credits.

CLA 331. GREEK LIFE AND THOUGHT.

A study of the development of Greek civilization. Focuses on the character and ideals of the Greeks as expressed in the arts and sciences, and in social, political, and cultural institutions. Three credits. (Odd Spring)

CLA 332. ROMAN LIFE AND THOUGHT.

A study of the development of Roman civilization. Focuses on the character and ideals of the Romans as expressed in the arts and sciences, and in social, political, and cultural institutions. Three credits. (Even Spring)

COMMUNICATION

COM 120. COMMUNICATION APPRECIATION.

Survey course in the history, forms, practices, and influences of the mass media today. Emphasis is on the role of mass communication in developing the political,

social, and economic fabrics of a democratic society Some analysis of the social and legal responsibilities of the media. Three credits.(D-Fall; E-Alternate Spring)

COM 201. ORAL COMMUNICATION.

A performance course in extemporaneous speaking; group discussion; oral reporting. Four credits. (D-Fall, Spring)

COM 209. MEDIA WRITING I.

Prerequisite: ENG 131.

The course focuses on basic news writing and copy editing. Students will demonstrate an understanding of the nature of news and mastery of basic copy editing skills. Students will be able to write leads, press releases and simple feature stories following basic newspaper formats. Four credits. (D-Fall, Spring)

COM 215. FIELD AND STUDIO PRODUCTION.

An introduction to the basic aspects of all video productions, including the production of news for television newscasts. Students will learn the basics of reporting and editing for the electronic media, videotaping television news, how to operate as a member of a production crew, and basic operation of studio/remote equipment. Four credits. (Fall)

COM 230. ORGANIZATIONAL COMMUNICATION I.

An exploration of theories of organizational communication that relate to internal and external communication flow, group process, team building, and conflict management. Four credits. (Fall)

COM 250. WRITING FOR THE ELECTRONIC MEDIA.

Prerequisite: ENG 131.

A course focusing on the different formats and styles employed in the writing and scripting of a variety of electronic media outlets. Students will develop the skills to write scripts for television and radio commercials, public service announcements, news, drama, non-broadcast training videos, documentaries, and interactive multi-media. Four credits. (On demand)

COM 320. MEDIA LAW.

Prerequisites: COM 120, PHI 116 or 217 or permission of the instructor.

Study of the laws affecting the communications industry in publishing and broadcasting, court interpretations of laws, and actions of federal regulatory agencies. Topics include freedom of the press, copyright, fairness doctrine, political communication, and libel. Four credits. (Fall)

COM 335. DIRECTING AND PRODUCING.

Prerequisite: COM 215 or permission of the instructor.

An in-depth study of the role and responsibility of the television director, producer and pre-production planning teams. Students will learn various formats of broadcasts and non-broadcast video production. Four credits. (Spring)

COM 340. NON-PROFIT PUBLIC RELATIONS.

Prerequisites: COM 209.

Discussion and practice in the writing of publicity for institutional, commercial, and social organizations. Preparation of materials for the print and electronic media. Four credits. (Spring)

COM 350. MEDIA WRITING II.

Prerequisite: COM 209 and CSC 220.

A detailed consideration of several types of feature writing, including columns, editorials, sports, reviews in the arts, and interpretative articles. Attention will be given to the history of essay, writing for different audiences and advanced library research. Four credits. (Spring)

COM 355. INTERNSHIP I.

Prerequisites: One course from COM 215, 230 or 350.

This course focuses on the materials and skills needed for a successful search in today's job market. Emphasis placed on writing of cover letters, resumes, and development of portfolios. Course will include lectures, discussion, and guest speakers. Two credits.

COM 370. EDITING AND DESIGN.

Prerequisites: COM 209.

Advanced skills in newspaper editing, layout, and design are emphasized. Students will work with all aspects of the printed page, including graphics and photographs. Four credits. (Spring)

COM 381, 382, 383, 384. SPECIAL TOPICS.

This course focuses on a single, broad contemporary topic of interest in the communication fields. Course content varies from semester to semester and can be repeated. Topics to be considered will be announced in advance. One, two, three, or four credits. (On Demand)

COM 415. TELEVISION PERFORMANCE TECHNIQUE.

Prerequisite: COM 201.

An introductory course in the effective use of the body and voice for television performing. Emphasis on development of style and personality as it relates to various television performance roles. Four credits. Cross-listed with Theatre 415. (On Demand)

COM 455. INTERNSHIP II.

Prerequisite: COM 355.

Applied skills experience in the professional field (off-campus) communication environment supervised by the faculty. Schedule of the experience will be established by the faculty member and the field-based supervisor. The faculty regularly checks the student's progress through conferences and review of the student's log. Two credits.

COM 460. SENIOR SEMINAR.

Prerequisites: All required courses in the major exclusive of COM 455.

A seminar course on mass media theory, impact and application, understanding of the differences and conflicts among alternative theoretical perspectives on the mass media. The course will also offer a critical study of mass media influence on society and the ethical issues raised within the industry. Two credits. (Fall)

COM 490. SENIOR HONORS THESIS OR PROJECT.

Intensive study or presentation in a particular mass medium or related area, culminating in an honors thesis or project, approved and directed by a communication faculty member and evaluated by a faculty committee. This area may be an in-depth review and interpretation of literature in mass media issues and/or history or a project

incorporating advanced study and application of particular professional techniques in a single medium or multiple media. Four credits. (By Invitation)

CONSERVATION OF NATURAL RESOURCES

CNR 120. INTRODUCTION TO CONSERVATION OF NATURAL RESOURCES.

This interdisciplinary gateway course, required for all Conservation of Natural Resources majors, features a case study approach to focus on the human relationships with and impact on the environment and our natural resources. The course will examine some of the environmental and conservation problems. The causes of problems, methods for investigating problems and possible solutions to problems will be examined from a scientific and public policy perspective. Lecture, laboratory and case study. Four credits. (Spring) This course also fulfill the SCI 300 core curriculum requirement.

CNR 225. ENVIRONMENTAL MONITORING.

Prerequisites: BIO 110 or 106; CNR 120; EAR 110.

A survey of the physical, chemical, and biological methods used to measure natural systems and to detect, measure and manage contaminants in natural and anthropological environments. Particular attention will be given to exposure and associated impacts (including health risks) in natural and human environments. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

CNR 325. LANDSCAPE ANALYSIS.

Prerequisites: EAR 110; MAT 215, 129 or 165; Computer Competency.

An introduction to theoretical and practical techniques for addressing environmental issues. This course will consist of the study of a variety of landscapes and their underlying geological structure including the hydrology of those structures. Hands-on problem solving using geographic information systems (GIS), global positioning systems (GPS), mobile GIS and high definition digital imaging technologies will be studied as a way to enhance traditional field analyses of the landscape. The course will include sampling strategies and methods using a variety of traditional and digital data sources. These techniques will be related to an overall approach to land use and conservation issues. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

CNR 370. ENVIRONMENTAL MANAGEMENT.

Prerequisites: CNR 225; ECO 262.

An examination of optimal available techniques for managing air, water, soil, waste and biological resources. The course will involve compilation, analysis and processing of environmental data in order to determine ways to mitigate undesirable environmental outcomes. Three credits. (Spring)

CNR 470. PROBLEMS IN CONSERVATION OF NATURAL RESOURCES.

Prerequisites: Senior standing as a Conservation of Natural Resources major.

This capstone course, required of all Conservation of Natural Resources majors, will investigate causes of an solutions to selected environmental problems. The object of the course is to teach students how to approach and analyze a problem, how to develop a work plan, and determine what is necessary to successfully implement the plan. Using lecture, discussion, field study, and methods and tools learned in previous courses, students will engage in a group research project to learn methods

used by private firms and governmental agencies to investigate and solve environmental and conservation problems. The research project will culminate in a written and oral presentation. Four-six credits. (Senior Year)

COMPUTING SCIENCES

CSC 115. PERSPECTIVES ON TECHNOLOGY.

This course covers the relationships between the individual, society, and technologies. It will include such topics as the legal, moral, and ethical ramifications of technology use including security, privacy, health concerns, web use, and intellectual property. Students will write a paper on a selected topic from the course and present it to the class. One credit. (Fall, Spring, Summer)

CSC 120. INTRODUCTION TO THE COMPUTING SCIENCES.

Designed as the first course for computing majors. This course investigates basic digital logic paradigms and digital systems, machine level representation of data, exploration of language translation, algorithms and problem solving. The history of computing is included. Included are the software development process, algorithm development, how a computer works, the use of editors and linkers in programming, programming language structure, fundamentals of binary arithmetic and machine storage. Two credits. (Fall)

CSC 130. EVENT-DRIVEN PROGRAMMING.

An introduction to event-driven programming using VISUAL BASIC.Net. Designed to produce competence with the programming language BASIC and to enable the student to write useful Windows application programs. The .Net Framework will be discussed. Large project required. Two credits. (Odd Fall)

CSC 132. INTRODUCTION TO C/C++ PROGRAMMING.

An introduction to beginning level programming using the C and C++ languages. Includes an introduction to object-oriented design and programming techniques. Two credits. (Alternate Years)

CSC 134. INTRODUCTION TO JAVA PROGRAMMING.

An introduction to introductory level programming using the Java language. Includes an introduction to object-oriented design and programming techniques. Two credits. (Fall)

CSC 136. SCIENTIFIC PROGRAMMING.

Prerequisite: CSC 132.

This course will provide the science majors a gentle introduction to using C++ to implement scientific algorithms. Students are expected to take a 2-hour programming class before enrolling in the course. Two credits. (On demand)

CSC 150. PROGRAMMING FUNDAMENTALS.

Prerequisite: CSC 120 with a grade of C or better.

A rigorous introduction to a disciplined approach to fundamental programming constructs, fundamental data structures, algorithm and problem-solving development using Ada 95. It lays the foundation of the discipline of computer science. Classes will meet in two lecture hours and two laboratory hours per week. Four credits. (Spring)

CSC 175. INFORMATION TECHNOLOGY.

This course provides literacy in computers and information systems. It will supply a knowledge of productivity software packages, computer systems hardware, and computer systems software. As an introductory computer course it is designed to provide a brief study of computer applications. The course enables students to improve their skills as knowledge workers through effective and efficient use of packaged software. The emphasis is on productivity concepts and how to achieve them through functions and features in computer software. Design and development of solutions focus on small systems. Topics will include knowledge work productivity concepts; software functionality to support personal and group productivity; organization and management of software and data; accessing organization data, accessing external data; selecting a computer solution; developing a macro program by doing; designing and implementing a user interface; developing a solution using database software; refining and extending individual and group information management. Lecture and laboratory. Four credits. (Fall)

CSC 210. ETHICAL ISSUES IN INFORMATION TECHNOLOGY.

This course provides a seminar environment to discuss the ethical issues that face the computing science disciplines in a structure that addresses current ethical issues within traditional ethical thought. It uses current case studies to stimulate discussion. The social context of computing will be explored as well as professional and ethical responsibilities. Risks and liabilities of computer-based systems will be explored. Computer crime and privacy issues will be discussed. Each student is required to give a 30-minute workshop on a topic appropriate to the class. Students will be expected to weigh these issues and develop guidelines for professionals in the field. Four credits. (Fall)

CSC 220. WEB AND NET-CENTRIC DESIGN.

This course will introduce design concepts for creating sites on the World Wide Web. Students will review technologies currently used to support web-based applications and build web applications. Students will develop their web pages using HTML, web page design tools, and design guidelines. Four credits. (Spring)

CSC 250. FUNDAMENTALS OF DATA ABSTRACTION.

Prerequisite: CSC 150 with a grade of C or better.

A continuation of a disciplined programming approach using Ada 95. Students will learn data abstraction and implementation using linked lists, stacks, queues, graphs, and trees. They will perform algorithmic analysis on problems that use recursion, searching (including hashing), and sorting techniques. Students will meet 3 hours of lecture and 1 hour of lab. Four credits. (Fall)

CSC 260. ADVANCED ALGORITHMS.

Prerequisites: CSC 250 with a grade of C or better, and MAT 200.

Students will design, implement, and analyze algorithms. Various algorithmic strategies will be explored. Two credits. (Alternate years)

CSC 280. LANGUAGE DESIGN AND IMPLEMENTATION.

Prerequisites: CSC 250.

Formal study of programming languages and their features. Basic Computability and automata theory will be studied. Language design and implementation issues are compared and contrasted with an emphasis on familiar and/ or important high-level languages such as FORTRAN, BASIC, COBOL, Pascal, Modula-2, Java, Ada,

C/C++, LISP, Scheme, and Prolog. Topics include assembly language programming, language translation systems, type systems and structures, control structures, subprograms, generics, exception handling and concurrency, as well as a comparison of the imperative, functional, logic, and object-oriented language paradigms. Four credits. (Alternate years)

CSC 310. COMPUTER ORGANIZATION.

Prerequisite: CSC 150 with a grade of C- or better.

An introduction to the assembly level machine organization and machine level representation of data. Memory organization and architecture will be discussed. Multiprocessing and alternative architectures will be explored. Two credits. (Even Spring)

CSC 312. OPERATING SYSTEMS.

Prerequisite: CSC 130.

The fundamental principles of Operating Systems will be disseminated and implemented: concurrency, scheduling algorithms, memory management, device management, and file systems. An assembly language will be taught and students will write a simulated operating system. Two credits. (Even Spring)

CSC 330. OBJECT-ORIENTED PROGRAMMING.

Prerequisites: CSC 134 and 250, with grades of C or better.

Presents a study of the object-oriented programming paradigm. The principal language used will be Java with some discussion of other object-oriented languages including Smalltalk, C++ and, Ada 95. Fundamental techniques of graphics systems will be introduced. Several programming projects will be required. Four credits. (Spring)

CSC 350. DATABASE MANAGEMENT.

Prerequisites: CSC 150 or 175.

An introduction to database concepts. The course will study information models and systems, primarily database systems. Data representation, physical schema, and subschema will be explored. Hierarchical, network, and relational and object-oriented models will be evaluated. The relational models and object-oriented models will be explored in depth. Distributed computing, transaction processing, and query languages will be discussed. Students will implement a database using 4GL and will follow rigorous software engineering techniques. Strong software project management techniques will be followed. The system will include both external and internal documentation requirements. A large team project is required. Four credits. (Alternate Fall)

CSC 365. WEB AND NET-CENTRIC COMPUTING.

Prerequisites: CSC 220 and any programming language.

This course will introduce programming techniques for the World Wide Web. The course will explore technologies currently used to support web-based applications from the client-side to server side including database access. Topics will include JavaScript, Java applets, VBScript, CGI, ASP, Dynamic HTML, XML, and database access. Development of a web site will be required. Four credits. (Fall)

CSC 380. INFORMATION AND DECISION SUPPORT SYSTEMS.

Prerequisites: CSC 250.

Introduces students to basic concepts and techniques on a range of issues in

computer science, including database systems, artificial intelligence, human-computer interaction, multimedia system, and data communication. Topics include knowledge representation, natural language understanding, foundations of human-computer interaction, fundamental issues in intelligent systems, search and constraint satisfaction, information models and systems, database systems, data modeling, relational databases, multimedia information and systems. Four credits. (On demand)

CSC 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisite: Sophomore standing in Computer Sciences.

A topics course in Computer Science. Topics may be chosen from compiler design, intensive programming, non-procedural languages, ethics, technical writing, etc. May be repeated with a different topic. One, two, three, or four credits. (On demand)

CSC 400. SYSTEMS ANALYSIS AND SOFTWARE ENGINEERING.

Prerequisites: CSC 150, 250; CSC 130 for Computer-Aided Graphic Design Majors. Senior Standing.

Presents software engineering techniques as they relate to development of a software product. Students will be introduced to the software design process, software tools and environments, software processes, and software evolution. Teams will work to design a set of requirements and specifications for a "real-world" project. Strong project management skills will be expected. Database systems and modeling of these systems will be practiced. The foundations of human-computer interaction will be discussed in depth. Such topics as software life cycle, requirements analysis, software plan, and documentation techniques will be discussed. Students will learn a CASE tool. A large team project will be required. Four credits. (Odd Fall)

CSC 434. COMPUTER SECURITY AND NETWORKING.

Prerequisite: CSC 250 or CSC 330.

This course will cover the major topics of network architectures, network communication, and fundamentals of computer and network security, including basic cryptographic techniques and their applications to computer security. Topics will include the ISO 7-layer reference model in general and its instantiation in TCP/IP, internetworking and routing, public-key and public-key cryptography, authentication, key management, digital signatures, network management issues, use of passwords and access control mechanisms, firewalls, and quality of service issues. 4 credits. (Odd Spring)

CSC 450. INTERNSHIP IN COMPUTER SCIENCE.

Prerequisite: Major in Computing Sciences.

Requires 150 on-site work hours per semester. May be repeated up to eight credits. Four credits. (Fall, Spring, Summer)

CSC 460. CAPSTONE PROJECT.

Prerequisites: CSC 400 with a grade of C or better and senior standing.

Students will implement a professional level software product independently in groups. A Graphical User Interface will be built. Software Project Management will be continued. Validation and verification techniques will be explored and implemented. Legal issues associated with software development will be discussed including risks and liabilities of computer-based systems, privacy and civil liberties, intellectual property laws, and economic issues in computing. Professional and ethical responsibilities will be discussed. The primary work of the students is in the implementation of a software product and the process that occurs with customers.

Students must provide a User's Guide, Technical Manual, and a working software system for the product. Four credits. (Even Spring)

CSC 490. HONORS RESEARCH THESIS.

Written thesis on original Computer Science work. It must be defended orally before a panel of faculty. Four credits. (On demand)

DANCE

DAN 101. RECREATIONAL DANCE.

Techniques and theory in ethnic, social and country and western dance. One credit. (On demand)

DAN 102. BEGINNING BALLET AND MODERN DANCE.

An introduction to the skills and techniques of ballet and modern dance. Two credits. (On demand)

DAN 103. BEGINNING TAP AND JAZZ.

Prerequisite: DAN 102 or permission of the Instructor.

A continuation of skill and technique development in ballet and modern dance featuring intensified barre work. Two credits. (On demand)

DAN 104. INTERMEDIATE BALLET AND MODERN DANCE.

Prerequisite: DAN 102 or permission of the Instructor.

A continuation of skill and technique development in ballet and modern dance featuring intensified barre work. Two credits. (On demand)

DAN 105. INTERMEDIATE TAP AND JAZZ.

Prerequisite: DAN 102 or permission of the Instructor.

A continuation of skill and technique development in tap and jazz with emphasis on intensity of patterns and choreography. Two credits. (On demand)

DAN 106. ADVANCED BALLET.

An in-depth study of the techniques of ballet that move the student from the intermediate skill level to a more advanced skill level. Special emphasis will be placed on pointe. Two credits. (On demand)

DAN 107. ADVANCED MODERN DANCE.

An in-depth study of the techniques of modern dance that move the student from the intermediate skill level to a more advanced skill level. Special emphasis will be placed on style and composition. Two credits. (On demand)

DAN 201. DANCE METHODS.

Methods, materials and techniques of teaching dance education K-12. One credit. (On demand)

DAN 202. CREATIVE DANCE FOR CHILDREN.

Prerequisite: DAN 201 or permission of the Instructor.

An introduction to the creative ideas in children and the expression of these ideas through movement and dance. Emphasis is placed on working with students in a school setting. Three credits. (On demand)

DAN 203. CHOREOGRAPHY.

Prerequisites: DAN 106, 107 or permission of the Instructor.

An introduction to the theories and techniques of dance composition. Three credits. (On demand)

DAN 204. DANCE APPRECIATION.

An analysis of the development of dance through the ages with special emphasis on the relationship of dance to other art forms. Three credits. (On demand)

EARTH SCIENCE

EAR 110. PHYSICAL GEOLOGY.

An introduction to the science of physical geology, including the study of earth materials (minerals and rocks), the forces which act on and within the earth, the major types of land forms found on the earth, structural geology, and the theory of plate tectonics. Two lecture hours and two laboratory hours per week. Three credits. (Fall, Spring, Summer)

EAR 202. HISTORICAL GEOLOGY.

Physical and biological history of the earth, geological eras, geologic and structural maps. Three lecture hours and two hours laboratory per week. Four credits. (On demand)

EAR 210. CLIMATOLOGY AND METEOROLOGY.

Prerequisite: A physical science course at the 100 level.

An introduction to the study of the dynamics of the earth's atmosphere, including the basic factors governing weather and climate. Topics include atmospheric structure, weather variable, energy flow in the atmosphere, dynamics of gas laws, clouds and precipitation, mid-latitude fronts, severe weather, climate zones, and changing climates. Three credits. (E-Spring)

EAR 220. MINERALS AND ROCKS.

Atoms, crystals, chemical and physical aspects of minerals; classification of minerals, igneous, sedimentary and metamorphic processes and the classification of rocks. Mining and quarrying. Three lecture hours and two hour laboratory per week. Four credits. (On demand)

EAR 240. MAP CONSTRUCTION AND READING.

Prerequisites: EAR 110, 202.

Map projections, coordinates and azimuths; scales and measurements; map symbols; relief and profile orientation; aerial photographs. Three credits. (E-Fall)

EAR 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisite: Permission of the instructor.

Selected topics from physical geology, historical geology, meteorology, etc. One, two, three, or four credits. (On demand)

ECONOMICS

ECO 121. PRINCIPLES OF ECONOMICS, MACROECONOMICS.

A study in the foundations of economic analysis, national income accounting, economic growth and the public sector, with emphasis on macroeconomics. Three credits. (Fall, Summer)

ECO 122. PRINCIPLES OF ECONOMICS, MICROECONOMICS.

A study of markets, the price system and allocation of resources, distribution of income, international economy, and perspectives on economic change, with emphasis on microeconomics. Three credits. (Fall, Spring , Summer)

ECO 221. HISTORY OF ECONOMIC THOUGHT.

Origin, development, and meaning of current problems and conflicts in economic theory; mercantilist, classical and neoclassical economics to Keynesian and post-Keynesian economics; modern economic thinking and practice. Three credits. (Fall)

ECO 262. ECONOMICS OF THE ENVIRONMENT.

Prerequisite: ECO 122.

An introduction to the use of economic analysis to explain the underlying causes of environmental and resource conservation problems. Policy options for the allocation of renewable and exhaustible resources, response to pollution, and toxic substance control and pursuit of sustainable development will be introduced. Three credits. (Fall)

ECO 310. COMPARATIVE ECONOMIC SYSTEMS.

Prerequisites: ECO 121, 122 or permission of the instructor.

A study of the organization, operation, and performance of economic systems, both in theory and in practice. Models of the market economy and of regulated capitalism are presented. This is intended to broaden the view of the student who is familiar primarily with the U.S. economy. The prototypical Command System is given some consideration to enhance the student's understanding of a centrally planned economy as opposed to the variants of capitalistic market economies. Three credits. (On demand)

ECO 321. LABOR PROBLEMS.

Prerequisites: ECO 121, 122.

Problems inherent in labor's attempts to adjust to modern industrialization; origin, development, structure and objectives of labor organization; relationships of labor to the process of production and to society; relationships of the long-run group interest. Three credits. (E-Fall)

ECO 322. GOVERNMENT AND BUSINESS.

Prerequisites: ECO 121, 122.

How business and economic life are influenced and directed by governmental policy and decision; constitutional provision; antitrust laws, public utility regulations conservation of natural resources, tariffs and subsidies; public-private, institutional-individual conflicts of interest and responsibility. Three credits. (Odd Fall)

ECO 323. INTERMEDIATE PRICE ANALYSIS.

Prerequisites: ECO 121, 122.

Resource allocation under various forms of market organization; theory of consumer behavior; theory of the firm; prices of the factors of production. Three credits. (Fall)

ECO 324. INTERMEDIATE MACRO-ECONOMIC THEORY.

Prerequisites: ECO 121, 122.

An intensive examination of factors determining the national income. The economic and social effects of the level, composition, and distribution of national income will be studied with reference to theories of economic welfare and to public policy. Three credits. (Spring)

ECO 325. MONEY AND BANKING.

Prerequisites: ECO 121, 122.

Monetary theory; structure and effects of commercial banking and central banking systems; scope, instruments, and impact of monetary and fiscal policy. Three credits. (Fall)

ECO 346. ECONOMIC STATISTICS.

Prerequisite: MAT 126 or 165.

Economic and business statistics; nature of statistics, statistical description, statistical inference, time series, and variables. Three credits. Cross listed with Business 346. (On demand)

ECO 362. ECONOMIC ASSESSMENT OF THE ENVIRONMENT.

Prerequisite: ECO 262.

This course examines how economic value applies to the conservation of natural resources. National income accounting and natural capital, cost-benefit analysis, cost-effectiveness analysis, and impact analysis will be developed along with an understanding of how they are used by policymakers. Three credits.

ECO 381, 382, 383, 384. SPECIAL TOPICS

Prerequisites: ECO 121, 122 and permission of instructor.

A study of topics in economics not covered in other courses, such as economics geography, industrial organization, and transportation economics. May be repeated each time the topic changes. One, two, three, or four credits. (Spring)

ECO 421. INTERNATIONAL ECONOMICS.

Prerequisite: ECO 323.

International trade, monetary policies and arrangements; foreign exchange; the theory of international trade and price relationships; capital movements and influences. Three credits. (Spring)

ECO 423. PUBLIC FINANCE.

A survey of the theories and practices of governmental taxing, spending, borrowing, including intergovernmental relationships and administrative practices and problems. Three credits. (Spring)

ECO 424. CONTEMPORARY PROBLEMS OF THE DEVELOPING AREAS.

Theories of economic development. Special attention given to population-resources ratios, industrial and agricultural balance, dynamic sectorial imbalances, problems of capital formation, foreign trade, and the possible roles of government, business, labor, foreign aid, and multinational organizations in promoting development. Three credits. (Even Spring)

ECO 446. ECONOMETRICS.

Prerequisites: ECO 121, 122, MAT 126 or higher.

An introduction to basic econometric techniques with an emphasis on applications. Three credits. (On demand)

ECO 451. INTERNSHIP IN ECONOMICS.

Prerequisite: Department invitation.

Minimum of ten on-site work hours per week for one semester with an agency or office of local, state or national government, a profit or non-profit institution, or a political interest group. Three credits. May be repeated once. (On demand)

ECO 491. HONORS—DIRECTED READING.

Prerequisite: Department invitation.

Includes conferences with instructors, readings in journals, and knowledge of new literature in the field. Three credits. (On demand)

ECO 492. HONORS INDEPENDENT RESEARCH.

Prerequisite: Department invitation.

Independent study and research. Honors paper or project directed by a member of the department. Oral presentation of the paper. Three credits. (On demand)

EDUCATION**EDU 201. HISTORICAL/PHILOSOPHICAL/SOCIOLOGICAL FOUNDATIONS OF EDUCATION.**

Minimum grade of "C" required for education majors. No transfer credits allowed.

An introductory course to the Education major and the American public school and its historical background, organization and administration; trends and issues; philosophies of education and their applications. Materials and learning situations usually covered in courses designated as history of education, philosophy of education, and educational sociology receive attention here. Students are required to begin their developing portfolio, based on the conceptual framework of the Reflective Practitioner. A guided, ten-hour field experience in a minimum of two settings (elementary, middle grades, secondary) is also required. Three credits.

EDU 207. CHILDREN'S LITERATURE.

Minimum grade of "C" required for education majors.

A study of children's literature as a basis for the selection and production of literacy or story material for children in grades K-6. Examination of the field of children's literature and related curriculum to discover, select and implement literacy reading which satisfies educational requirements. Three credits.

EDU 210. THEORIES AND PRINCIPLES OF SECOND LANGUAGE ACQUISITION.

Prerequisite: Experience in second language learning.

Minimum grade of "C" required for education majors.

Introduction to the major approaches and methods in TESL; learner strategies and speech styles, key issues in research, sociocultural and personality factors which affect second language learning. Laboratory required. Three credits.

EDU 211. INTRODUCTION TO APPROACHES & METHODS IN TESL (K-12).

Prerequisite: Permission of the instructor.

Minimum grade of "C" required for education majors.

Introduction to the major 20th century trends in language teaching; approaches and methods for teaching the skills of listening, conversation, reading, and writing; classroom management and materials. Laboratory required. Three credits.

EDU 212. LINGUISTICS: FOR TESL (K-12).

Prerequisite: Permission of the instructor

Minimum grade of "C" required for education majors.

Overview of how language evolves and how it works. The learner will understand ways in which speakers achieve linguistic competence and methods linguists use to analyze language. Three credits.

EDU 215. FAMILY-SCHOOL-COMMUNITY RELATIONSHIPS.

Minimum grade of "C" required for education majors.

Instruction in developing beneficial relationships between parents and the schools, and in becoming aware of community resources available for both the schools and families. Field Experience: A funds of knowledge project required. Three credits.

EDU 219. PRACTICUM IN ELL LITERACY DEVELOPMENT.

This course provides students with an opportunity to design a literacy plan for a target group of English language learners from diverse educational, ethnic and linguistic backgrounds. And, it provides a direct instructional experience for students as they implement the plan and reflect on its effectiveness. One credit.

EDU 220. CHILD AND ADOLESCENT DEVELOPMENT.

Prerequisite: PSY 100.

Minimum grade of "C" required for education majors.

A concentrated focus on contemporary theories, research, approaches, and methods of the study of child development from conception through adolescence. Study of typical and atypical development and its impact upon the total person. Emphasis on the role of the family, peers, and school. Three credits.

EDU 225. PRACTICUM IN ELL SHELTERED INSTRUCTION.

This course provides students with a research-based effective model (Sheltered Instruction Observation Protocol) for intermediate language learners at all levels of K-12. Student will design and implement a lesson for a target population in one of the local school systems. One credit.

EDU 230. EDUCATIONAL PSYCHOLOGY.

Prerequisite: PSY 100; EDU 201.

Minimum grade of "C" required for education majors. No transfer credits allowed.

As a basis for planning, learning and reflective practice, this course covers the principles and technology involved in learning and teaching. Skills, verbal learning, cognitive processes, motivation, emotional behavior, individual differences, assessment. Psychological aspects of student-teacher interaction. Students are required to continue their developing portfolio based on the School's Conceptual Framework of the Reflective Practitioner. A once a week field experience of tutoring students in a socioeconomic and ethnically diverse setting is required. Three credits.

EDU 239. LITERATURE FOR ADOLESCENTS.

Minimum grade of "C" required for education majors.

A study of literature and library media appropriate for the adolescent reader in terms of lifestyle, needs, and aspirations. (No prerequisite; intended for prospective middle school as well as high school teachers.) Three credits.

EDU 245. PHONICS AND WRITING.

Minimum grade of "C" required for education majors.

Use of phonics and basic word analysis skills in reading instruction. Purposes, limitations, and concrete practices of phonics instruction. In-depth study of word attack and word analysis skills. Students will work through various types of writing as well as the writing process. Three credits.

EDU 256. INTEGRATED ELEMENTARY VISUAL & PERFORMING ARTS EDUCATION METHODS.

Curriculum and methods for the regular elementary classroom teacher to use the

visual and performing arts (music, art, dance, and drama) within the regular K-6 classroom and curriculum. Three credits.

EDU 262. BIRTH—KINDERGARTEN DEVELOPMENTAL CURRICULUM.

Minimum grade of "C" required for education majors.

Planning and implementing activities across the curriculum for infants through kindergarten (both typical and atypical). Instruction in integrated and holistic curriculum, evaluating the appropriateness of curriculum guides, and developing original curricula. Observation of curriculum in action in infant/toddler and preschool/ kindergarten required. Three credits.

EDU 264. FAMILY DIVERSITY, INVOLVEMENT AND PARTNERSHIP.

Minimum grade of "C" required for education majors.

Maintaining cooperation between the home and pre-school setting by applying knowledge of families and family dynamics, developing effective means to include the parent in the education of the typical or atypical child, and enhancing the quality of life for the young child. Attendance at 5-7, IEP, IFSP, ICC, transition meetings. Three credits.

ENROLLMENT IN COURSES NUMBERED 300 OR ABOVE REQUIRES ADMISSION TO TEACHER EDUCATION

EDU 302. SEMINAR IN TEACHING ENGLISH AS A SECOND LANGUAGE.

Prerequisites: EDU 210, 211, 212, 213, 214.

Minimum grade of "C" required for education majors.

Current issues related to ESL curriculum, methodologies, pedagogy; observation of ESL learners at K-12 and adult levels; supervised teaching and post-instruction of discussions. Two credits.

EDU 309. ADVANCED METHODS IN TESL.

Advanced studies in communicative language teaching for English Language learners with special attention given to strategies-based instruction, development of cognitive academic language proficiency, materials assessment and modifications for language learners, cultural considerations for language teaching and language learning in K-12. Three credits.

EDU 313. ISSUES IN TEACHING ENGLISH AS A SECOND LANGUAGE IN THE PUBLIC SCHOOLS.

Prerequisite: Permission of the instructor.

Minimum grade of "C" required for education majors.

Overview of the historical and legal background of issues related to learning situations in the K-12 classroom. Survey of instructional materials and resources as well as ESL curriculum issues relevant to public schools. Two credits.

EDU 314. EVALUATION AND TESTING IN ENGLISH AS A SECOND LANGUAGE EDUCATION.

Prerequisite: Permission of the instructor.

Minimum grade of "C" required for education majors.

Introduction to the theories and issues related to assessing and evaluating learners in ESL and EFL education programs. Strategies and techniques are covered. Laboratory required. Two credits.

EDU 327. FOUNDATIONS OF READING.

Minimum grade of "C" required for education majors.

Traditional, innovative and reflective approaches to the teaching of reading, including basal reading, whole language learning, multi-grade grouping, Four Blocks, phonics, and other word attack and study skills. A twice a week individual tutoring in reading internship required. Three credits.

EDU 329. FOUNDATIONS OF ELEMENTARY SCHOOL MATHEMATICS.

Prerequisite: MAT 120.

An in-depth study of concepts and skills taught in K-6 math courses. Traditional, innovative, and reflective approaches to teaching math will be examined. Three credits. (Spring)

EDU 337. DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES (K-6).

Prerequisite: EDU 327.

Minimum grade of "C" required for education majors.

An in-depth study of reading difficulties. Formal and informal diagnostic instruments will be analyzed, evaluated and administered. Equipment, materials, and methods of remediation will be demonstrated and evaluated. Weekly internship time across grade levels. Three credits.

EDU 343. INTRODUCTION TO EXCEPTIONALITIES.

Minimum grade of "C" required for education majors.

Identification, characteristics, and programming needs of specific categories of exceptional children and youth. Three credits.

EDU 358. CURRICULUM INTEGRATION & MIDDLE GRADES PHILOSOPHY.

Minimum grade of "C" required for all education majors and licensure seeking students.

Examination and application of the concepts, principles, theories, research, and organizational components underlying and emerging from the philosophical foundations of the developmentally responsive middle level programs and schools. Three credits. (Fall of junior year.)

EDU 360. EDUCATIONAL TECHNOLOGY.

Prerequisite: CSC 110 or permission of the instructor.

Minimum grade of "C" required for education majors. No transfer credits allowed.

The candidate develops, refines and reflects on intermediate educational technology skills including desktop publishing, database management and spreadsheet operations for educators, using the Internet, developing multimedia presentations, and web page design. Primary focus on integration of educational technology into the curriculum. Three credits.

EDU 361. FOUNDATIONS OF INTEGRATED PRESCHOOL EDUCATION.

Minimum grade of "C" required for education majors.

History and development of early childhood special education, ages birth through five. An introduction to classic experimental model programs, the developmental appropriateness of historical and current programs, background of progress in the field, and the teacher's part in continued growth. Observation in early education programs based on various models required. Three credits.

EDU 363. B-K ASSESSMENT & ENVIRONMENTAL DESIGN.

Minimum grade of "C" required for education majors.

Designing a variety of environments to facilitate appropriate learning for the young child. Planning a well-balanced day, achieving specific goals and objectives,

experience and practice with assessment tools and techniques for the typical and atypical child. Assessment of an infant/toddler and preschool/kindergarten child required. Three credits.

EDU 365. PRESCHOOL EXCEPTIONAL CHILDREN AND AGENCY COLLABORATION.

Minimum grade of "C" required for education majors.

Research into the field of early childhood and special education to study in depth the current developments and problems concerning typically/atypically developing children such as quality appropriate programs, assessment, and team collaborations. Weekly internship in programs with the very young child with disabilities in various settings required. Three credits.

EDU 366. SPEECH, LANGUAGE, AND EMERGING LITERACY.

Minimum grade of "C" required for education majors.

A critical review of theories and practices related to speech and language development. Emphasis will be given to the practical stages of language development, languages and dialectical differences, language acquisition, speech disorders, and the fostering of language development. Language profiles with infant/toddler and preschool/kindergarten children required. Three credits.

EDU 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisites: PSY 100, EDU 220, 230 and permission of the department.

Minimum grade of "C" required for education majors.

Arrangements to be made by the department.

Individual study options available in such areas as identification and analysis of learning problems of individual pupils and design of instructional systems to combat them. Emphasis on tutorial, individualized learning, and other independent study techniques. One, two, three, or four credits.

EDU 395. BUSINESS EDUCATION METHODS.

Application of reflection as applied to aims, objectives, materials, and methods of teaching high school business subjects. Three credits.

EDU 402. ELEMENTARY AND DEAF EDUCATION STUDENT TEACHING METHODOLOGY SEMINAR.

Corequisite: EDU 441.

Minimum grade of "C" required for education majors.

Appraisal of current student teaching assignments and discussions on transforming and strengthening appropriate practices for diverse students, families and communities. In-depth examination of classroom management, professionalism, and current licensure process as well as options after graduation. Students will be required to complete the Student Teaching Summative Assessment Project. Two credits.

EDU 404. ELEMENTARY CURRICULUM—MATHEMATICS.

Minimum grade of "C" required for education majors.

Application of reflection as applied to curriculum and techniques in mathematics for K-6 education, including specific activities for developing perceptual and conceptual skills that will enable children to master the curriculum of those grades. Three credits.

EDU 405. ELEMENTARY CURRICULUM—SOCIAL STUDIES.

Minimum grade of "C" required for education majors.

Application of reflection as applied to curriculum and techniques in social studies for

K-6 education, including specific activities for critical thinking and the decision making that will enable children to master the curriculum of those grades. Three credits.

EDU 408. ELEMENTARY CURRICULUM—SCIENCE.

Minimum grade of "C" required for education majors.

Application of reflection as applied to curriculum and techniques in science for K-6 education, including specific activities for developing perceptual and conceptual skills that will enable children to master the curriculum of those grades. Three credits.

EDU 409. ELEMENTARY CURRICULUM—LANGUAGE ARTS.

Minimum grade of "C" required for education majors.

Application of reflection as applied to curriculum and techniques in language arts for K-6 education, including specific activities for developing perceptual and conceptual skills that will enable children to master the curriculum of those grades. Three credits.

EDU 410. MIDDLE GRADES STUDENT TEACHING METHODOLOGY SEMINAR.

Minimum grade of "C" required for education majors.

Appraisal of current student teaching assignments and discussions on transforming and strengthening appropriate practices for diverse students, families and communities. In-depth examination of classroom management, professionalism, and current licensure process as well as options after graduation. Students will be required to complete the Student Teaching Summative Assessment Project. Two credits.

EDU 412. SECONDARY STUDENT TEACHING METHODOLOGY SEMINAR.

Minimum grade of "C" required for education majors.

Appraisal of current student teaching assignments and discussions on transforming and strengthening appropriate practices for diverse students, families and communities. In-depth examination of classroom management, professionalism, and current licensure process as well as options after graduation. Students will be required to complete the Student Teaching Summative Assessment Project. Two credits.

EDU 420. SPECIAL METHODS AND CURRICULUM IN THE SECONDARY SCHOOL.

Minimum grade of "C" required for education majors.

Prerequisites: EDU 220, 230 and admission by Teacher Education Council.

Aims, objectives, materials, and methods of teaching specific high school subjects. Two credits.

EDU 421. TEACHING FOREIGN LANGUAGES IN ELEMENTARY AND MIDDLE SCHOOLS.

Minimum grade of "C" required for education majors.

Application of reflection as applied to objectives, methods and materials for teaching modern foreign languages in grades K-9. Emphasis on language acquisition patterns in children, language proficiency, and integration of the second language with other content areas. Three credits. Cross-listed with SPA 421.

EDU 424. MIDDLE GRADES CURRICULUM—MATHEMATICS.

Minimum grade of "C" required for education majors.

Application of reflection as applied to methods of teaching and facilitating the learning activities of students in grades 6-9; selection, organization, and presentation of mathematics in the middle grades. Two credits.

EDU 425. MIDDLE GRADES CURRICULUM—SOCIAL STUDIES.

Minimum grade of "C" required for education majors.

Application of reflection as applied to methods of teaching and facilitating the learning activities of students in grades 6-9; selection, organization, and presentation of social studies in the middle grades. Two credits.

EDU 428. MIDDLE GRADES CURRICULUM—SCIENCE.

Minimum grade of "C" required for education majors.

Application of reflection as applied to methods of teaching and facilitating the learning activities of students in grades 6-9; selection, organization, and presentation of science in the middle grades. Two credits.

EDU 429. MIDDLE GRADES CURRICULUM—LANGUAGE ARTS.

Minimum grade of "C" required for education majors.

Application of reflection as applied to methods of teaching and facilitating the learning activities of students in grades 6-9; selection, organization, and presentation of language arts skills in the middle grades. Two credits.

EDU 430. FIELD EXPERIENCE IN SECONDARY/K-12 EDUCATION.

Minimum grade of "C" required for education majors.

Application of reflection as applied to one half-day per week in the student teaching placement. One credit.

EDU 431. FIELD EXPERIENCE IN ELEMENTARY, HEARING IMPAIRED, B-K EDUCATION.

Minimum grade of "C" required for education majors.

Application of reflection as applied to one full day per week in the student teaching placement. One credit.

EDU 432. FIELD EXPERIENCE IN MIDDLE GRADES EDUCATION.

Minimum grade of "C" required for education majors.

Application of reflection as applied to one full day per week in the student teaching placement. One credit.

EDU 435. LITERACY ACROSS THE CONTENT AREAS.

Minimum grade of "C" required for education majors.

The utilization of instructional frameworks and literacy strategies to promote content area instruction. Two credits.

EDU 435L. LITERACY ACROSS THE CONTENT AREAS LAB.

Co-requisite: EDU 435. Minimum grade of "C" required for education majors and licensure seeking students.

Application of diagnostic tools and literacy strategies for remediation and enhancement on content area instruction. Credit through co-requisite EDU 435. (Fall of senior year, Summer)

EDU 436. PRACTICUM IN READING.

Prerequisites: EDU 327, 337.

Minimum grade of "C" required for education majors.

Practical experiences in the teaching of reading. Work with typical and atypical readers in both individual and group settings. Three credits.

EDU 438. TRENDS AND ISSUES IN READING.

Minimum grade of "C" required for education majors.

Investigation of current trends and controversial issues in reading. Implications of reading research for instructional practice. Three credits.

EDU 440. STUDENT TEACHING IN THE SECONDARY/K-12 SCHOOL.

Prerequisites: EDU 201, 215, 220, 230, 343, methods courses, 430, and admission by the Teacher Education Council.

Corequisite: EDU 412.

Minimum grade of "B-" required for education majors.

Fifteen weeks of full-time observation, assisting in instruction and teaching. Twelve credits. Fee—\$125.00. SPRING ONLY

EDU 441. STUDENT TEACHING IN THE ELEMENTARY SCHOOL AND B-K SETTINGS.

Prerequisites: EDU 201, 215, 220, 230, 343, methods courses, 431, and admission by the Teacher Education Council.

Corequisite: EDU 402

Minimum grade of "B-" required for education majors.

Fifteen weeks of reflection on full-time observation assisting in instruction and teaching. Senior year. Twelve credits. Fee—\$125.00. SPRING ONLY.

EDU 442. STUDENT TEACHING IN THE MIDDLE GRADES.

Prerequisites: EDU 201, 215, 220, 230, 343, methods courses, 432, and admission by the Teacher Education Council.

Corequisites: EDU 410

Minimum grade of "B-" required for education majors.

Fifteen weeks of reflection on full-time observation, assisting in instruction and teaching. Twelve credits. Fee—\$125.00. SPRING ONLY.

EDU 453. KINDERGARTEN AND PRESCHOOL TEACHING.

Minimum grade of "B-" required for education majors.

A study of recent developments in the education of young children and their influence on the selection and guidance of appropriate activities. Three credits.

EDU 480. REFLECTIVE TEACHING AND RESEARCH IN TESL.

Culmination course designed to provide students with opportunities to supplement previous academic work with research and reflection in the academic area.

Particular attention on TESL issues such as innovative trends in the field of K-12 EDL education, ways in which ESL teaching profession can implement changes and sustain practices for ELL's within the K-12 community, how and why to initiate and build support networks within the school and beyond, and strategies for action research and professional growth. Two credits.

EDU 485. ALCOHOL AND DRUG PREVENTION EDUCATION.

Minimum grade of "C" required for education majors.

This course addresses the multiple causes of drug abuse and provides students with the skills and knowledge to implement and design drug prevention activities in a variety of settings. The course focuses on classroom climate and provides practical ideas, skills and teaching methods to implement educational programs and lessons with students and adults. A major component of the course will consist of team building and problem solving as they relate to social interaction in schools, groups and athletic teams. Three credits.

EDU 490. SENIOR HONORS THESIS.

Minimum grade of "C" required for education majors.

Intensive investigation of an area of education culminating in an honors thesis. Oral examination required. Three credits.

EDU 493. INTERNSHIP IN B-K SETTINGS.

Minimum grade of "C" required for education majors.

A minimum of 200 hours of supervised experience in birth through kindergarten settings working with infants and toddlers. Three credits. Fee—\$125.00.

ENVIRONMENTAL STUDIES

ENV 100. INTRODUCTION TO ENVIRONMENTAL SCIENCE.

Prerequisite: BIO 105 or CHE 103/103L.

This course will acquaint Environmental Studies majors with the field of Environmental Science, including the history and philosophy of the field as well as its scientific foundations. Emphasis will be placed upon ecological principles from which environmental science has developed, as well as the human environmental problems of population size, energy consumption, pollution, and land use. This course will include three hours of lecture and a three-hour laboratory once per week. Four credits. This course is required for and will replace the Science 300 core curriculum requirement for Environmental Studies majors with concentrations in Biology, Chemistry, Earth Science or Physics. Students may not receive credit for ENV 100 and SCI 300. (Spring)

ENV 400. ENVIRONMENTAL STUDIES, SENIOR PROBLEMS.

A course in special problems for seniors majoring in environmental studies. Problems will be chosen which require the students to synthesize the knowledge and skills acquired in previous courses. Three credits. (Fall, Spring)

ENGLISH

ENG 120. INTRODUCTION TO DEBATE AND ARGUMENTATION.

An introduction to the art of debate and argumentation. Emphasis will be on the ability to analyze, criticize, and advocate ideas to understand the relationship of language to logic. Three credits. (Fall)

ENG 131. CRITICAL THINKING AND WRITING.

Required of all first-semester students except those with approved transfer credit or score of 3 or higher on the Advanced Placement English (Language/Composition) exam.

Instruction and practice in expository writing, reading, and critical thinking. Includes the study of rhetoric, logic, and Edited Standard Written English. Four credits. (Fall)

ENG 155. WRITER'S WORKSHOP.

Required of students who do not meet ENG 131 writing competency standards.

First-semester students may opt to take this course as preparation for ENG 131.

Intensive writing tutorial with emphasis on fundamentals of composition, including focus, development, organization, coherence, and conventions of Edited Standard Written English. Two credits. (Fall, Spring)

ENG 231. WRITING ABOUT LITERATURE.

Prerequisite: ENG 131. Students must enroll in 231 by the first semester of their sophomore year.

A study of selected topics in Western and World Literature, with continued work on expository writing. Includes the study of academic research, the production of a research paper, and oral communication. Four credits. (Fall, Spring)

ENG 270. READING FICTION.

Prerequisite: English 231 or C+ or higher in ENG 131.

A study of narrative conventions and forms, both Western and World, including critical approaches to the genre. Four credits. (Fall)

ENG 271. READING POETRY.

Prerequisite: English 231 or C+ or higher in ENG 131.

A study of poetic conventions and forms, both Western and World, including critical approaches to the genre. Four credits. (Spring)

ENG 301. COLONIAL LITERATURE.

Prerequisite: One of the following: ENG 231, 270, 271, 370 or 371.

Study of selected topics in American literature from the era of discovery through the Great Awakening, with attention to historical contexts and critical approaches. Two credits.

ENG 302. EARLY NATIONAL LITERATURE.

Prerequisite: One of the following: ENG 231, 270, 271, 370 or 371.

Study of selected topics in American literature. Attention will be given to historical contexts and critical approaches. Two credits.

ENG 303. AMERICAN NOVEL I.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

Study of the development of the American novel, from its origins through the Civil War, with attention to historical contexts and critical approaches. Two credits.

ENG 304. AMERICAN NOVEL II.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

Study of the development of the American novel from the Civil War to the present, with attention to historical contexts and critical approaches. Two credits.

ENG 305. AMERICAN REALISM AND NATURALISM.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

Study of American fiction between the Civil War and World War I, with attention to historical contexts and critical approaches. Two credits.

ENG 306. ETHNIC AMERICAN LITERATURE.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of selected topics in and critical approaches to literature written by ethnic minority writers in the United States. Two credits.

ENG 315. HISTORY AND GRAMMAR OF THE ENGLISH LANGUAGE.

Introduction to general linguistic theory, language acquisition, dialectology, historical development of the English language, and traditional and transformational grammatical analysis. Two credits. (Fall)

ENG 317. WOMEN AND LITERATURE.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of selected topics in and critical approaches to literature written by and about women and related cultural issues. Two credits.

ENG 318. POST-COLONIAL LITERATURE.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of selected topics in and critical approaches to literature written in the historic colonies and dependencies of the European powers. Two credits.

ENG 324. ENGLISH NOVEL I.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of the development of the English novel through 1900, with attention to historical contexts and critical approaches. Two credits.

ENG 325. ENGLISH NOVEL II.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of the development of the English novel from 1900 to the present, with attention to historical contexts and critical approaches. Two credits.

ENG 330. VISITING WRITER-IN-RESIDENCE WORKSHOP IN POETRY OR FICTION.

Prerequisite: ENG 131.

A writing workshop in either poetry or fiction taught by a published author. Freshmen must petition the English Program to enroll in the course. The course may be repeated with different authors. Two to four credits. (Spring)

ENG 345. WRITING FICTION.

Prerequisite: One of the following: ENG 231, 270, 271, 370, or 371.

Introduction to the theory and practice of writing fiction through analysis of student writing and selected models. Four credits. (Even Fall)

ENG 346. WRITING POETRY.

Prerequisite: One of the following: ENG 231, 270, 271, 370, or 371.

Introduction to the theory and practice of writing poetry through analysis of student writing and selected models. Four credits. (Odd Fall)

ENG 352. ANGLO-SAXON AND EARLY MEDIEVAL LITERATURE.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of the history and literature of the period with attention to historical contexts and critical approaches. Two credits.

ENG 357. EARLY MODERN DRAMA TO 1600.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of plays by dramatists including Shakespeare prior to 1600, with attention to historical contexts and critical approaches. Two credits.

ENG 358. EARLY MODERN DRAMA AFTER 1600.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of plays by dramatists including Shakespeare from 1600 to 1700, with attention to historical contexts and critical approaches. Two credits.

ENG 370. READING DRAMA.

Prerequisite: ENG 231 or C+ or higher in ENG 131.

A study of dramatic conventions and forms, both Western and World, including critical approaches to the genre. Four credits. (Fall)

ENG 371. ADVANCED RHETORIC AND WRITING.

Prerequisite: ENG 231 or C+ or higher in ENG 131.

A writing intensive study of rhetorical conventions, forms, and theory particular to non-fiction prose and critical approaches to prose analysis. Four credits. (Fall)

ENG 381, 382, 383, 384. SPECIAL TOPICS.

Selected topics in literature, such as major authors, thematic studies, and non-traditional genres. One, two, three, or four credits. (On demand)

ENG 401. GAY AND LESBIAN LITERATURE.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of selected topics in and critical approaches to literature by gay and lesbian writers and/or about gay and lesbian identities. Two credits.

ENG 402. HISPANIC AND LATINO/A LITERATURE.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of selected topics in and critical approaches to literature written by Hispanic and Latino/a and/or about Hispanic and Latino/a cultures and identities. Two credits.

ENG 403. AFRICAN-AMERICAN LITERATURE.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of selected topics in and critical approaches to literature written by and about African-Americans. Two credits.

ENG 409. AMERICAN ROMANTICISM.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

Study of 19th-century American romantic writing, with principal emphasis on the American Renaissance. Two credits.

ENG 421. CHAUCER AND THE LATE MIDDLE AGES.

A study of the principal works of Chaucer and some of his contemporaries. Though the linguistic side is not neglected, the course is primarily literary in character. Two credits. (On demand)

ENG 422. RENAISSANCE LITERATURE.

A study of the non-dramatic literature from Wyatt to Marvell with emphasis on Spenser and Milton. Two credits. (On demand)

ENG 424. THE RESTORATION AND EIGHTEENTH CENTURY.

A study of the history and literature of the period with an emphasis on the writings of Dryden, Swift, Pope, Boswell, and Johnson. Two credits. (On demand)

ENG 425. THE ROMANTIC MOVEMENT.

A study of the Romantic Movement with emphasis on Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Two credits. (On demand)

ENG 426. THE VICTORIAN AGE.

A study of representative poets, with emphasis on Tennyson, Browning, and Arnold, and selected nonfiction prose writers. Two credits. (On demand)

ENG 430. MODERN BRITISH POETRY.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of British poetry of the first half of the 20th century, with attention to historical contexts and critical approaches. Two credits.

ENG 431. MODERN AMERICAN POETRY.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of American poetry of the first half of the 20th century, with attention to historical contexts and critical approaches. Two credits.

ENG 435. CONTEMPORARY BRITISH POETRY.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of contemporary British poetry, with attention to historical contexts and critical approaches. Two credits.

ENG 436. CONTEMPORARY AMERICAN POETRY.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of contemporary American poetry, with attention to historical contexts and critical approaches. Two credits.

ENG 447. TWENTIETH-CENTURY BRITISH DRAMA.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of contemporary British drama, with attention to historical contexts and critical approaches. Two credits.

ENG 448. TWENTIETH-CENTURY AMERICAN DRAMA.

Prerequisite: One of the following: ENG 231 or C+ or higher in ENG 131.

A study of contemporary American drama, with attention to historical contexts and critical approaches. Two credits.

ENG 480. SENIOR SEMINAR.

Intensive literary study culminating in the writing and presentation of a major critical paper. Four credits. (Fall)

ENG 490. SENIOR HONORS THESIS.

Prerequisite: Eight credits of in-course honors work.

Independent study and research. Honors thesis directed by a member of the program and a faculty committee. An oral defense of thesis. Four credits. (On demand)

FRENCH

FRE 110. INTRODUCTORY FRENCH I.

An intensive course designed to develop cultural awareness and understanding, in addition to basic proficiency in all four areas: listening, speaking, writing, and reading. A variety of activities and materials are used to promote communicative competence and confidence, and to make the students' experience with language and culture enjoyable. Three credits. (Fall, Spring)

FRE 111. INTRODUCTORY FRENCH II.

Prerequisite: FRE 110 or permission of the instructor.

A continuation of FRE 110 using the same approach and format as FRE 110. Three credits. (Fall, Spring)

FRE 210. INTERMEDIATE FRENCH LANGUAGE AND CULTURE.

Prerequisites: FRE 111 or instructor's permission.

This course is a continuation of FRE 111 with the overall goal of moving students toward more communication competence while guiding them toward intercultural sophistication. In addition to the text-film based content, up to date language in context is introduced to encourage students to express themselves meaningfully with ease. Class/drill times indicated in each semester class schedule. Three credits. (Spring)

FRE 221. GUIDED FRENCH CONVERSATION.

Prerequisites: FRE 210 or instructor's permission.

This course is intended to serve the needs of students wishing to enrich their French speaking skills with colorful and humorous idiomatic French expressions. The instructor will serve primarily as a facilitator and resource using a variety of stimuli to elicit speech and help students develop the art of conversation in French and further understanding of French culture. Learning how to speak in a variety of cultural contexts will be emphasized. Development of skills for studying in Francophone countries. Class time indicated in each semester class schedule. Three credits.

FRE 222. FRENCH CONVERSATION VIA FRENCH CINEMA AND INTERNET.

Prerequisite: FRE 210 or instructor's permission.

In the French tradition of Arts and Humanities, this course is a mix of class discussions on classical films, songs as well as the press on internet leading to an interactive discussion between instructor and students. The aim is to train student in the spontaneous use of, and extend the quality and quantity of spoken French, to examine and discuss current French cultural issues via French cinema and media. Class indicated in each semester class schedule. Three credits. (Spring)

FRE 240. ADVANCED GRAMMAR AND GUIDED COMPOSITION.

Prerequisite: FRE 210.

A systematic study of grammar and syntax designed to introduce the student to the more sophisticated syntactical patterns of the French language and to serve as a bridge between intermediate French grammar and free composition. Guided compositions and exercises structured to build and enrich an active vocabulary. Three credits. (Even Fall)

FRE 331. FRENCH CULTURE AND CIVILIZATION: THE PAST.

Prerequisite: FRE 221 or FRE 222.

An overview of French culture and civilization from pre-Roman times to the end of the 19th century as seen through major events and accomplishments in history, literature, and the arts. Three credits. (Odd Spring)

FRE 332. FRENCH CULTURE AND CIVILIZATION: THE PRESENT.

Prerequisite: FRE 221 or FRE 222.

This course, via a multimedia approach, is designed to explore the multiple aspects of contemporary French culture and civilization. Geographic, political, and economic forces will be examined as they mold the intellectual, artistic, and spiritual life of France. If time permits, cultures of other francophone nations will also be examined. Three credits. (Odd Fall)

FRE 340. ADVANCED COMPOSITION AND STYLISTICS.

Prerequisite: FRE 240.

A composition course designed to teach the student to express mature ideas clearly and correctly. Idiomatic French and situation-oriented active vocabularies will be stressed. Three credits. (Odd Spring)

FRE 361. INTRODUCTION TO LITERARY ANALYSIS.*Prerequisite: FRE 221 or 222.*

This course is intended to expose the student to the numerous techniques used in analyzing literary genres by the French method known as Explication de textes.

Three credits. (Odd Spring)

FRE 362. SURVEY OF FRENCH LITERATURE I.*Prerequisite: FRE 221 or 222 or permission of the instructor.*

Survey of French literature from the Middle Ages through the 17th century. Carefully chosen selections will be analyzed to show the development of the various literary genres and to capture the spirit, richness, and beauty of the given periods.

Three credits. (Odd Fall)

FRE 363. SURVEY OF FRENCH LITERATURE II.*Prerequisite: FRE 221 or 222 or permission of the instructor.*

Survey of French literature of the 18th and 19th centuries. Analysis of representative texts reflecting the “esprit philosophique” of the Enlightenment and the major literary movements of the nineteenth century. Three credits. (Even Fall)

FRE 364. MODERN FRENCH LITERATURE.*Prerequisite: FRE 221 or 222 or permission of the instructor.*

A study of representative authors of the 20th century with special emphasis on the novel, poetry, and contemporary theater. Among authors to be studied will be Proust, Valéry, Gide, Malraux, Sartre, Camus, Ionesco, and Beckett. Three credits. (On demand)

FRE 381, 382, 383, 384. SPECIAL TOPICS IN FRENCH STUDIES.

Topics and projects may include French history, literature, philosophers, music, and art according to student need and interest. May be repeated with change of topic.

One, two, three, or four credits. (On demand)

FRE 401. COMMERCIAL FRENCH.

Study of business-oriented vocabulary and terminology as applicable in daily transactions in business and government. Stress on actual cases involving telephone communication, correspondence, interviews, oral and written reports and agreements. Three credits. (Fall)

FRE 402. FRENCH FOR BUSINESS COMMUNICATIONS.

Refinement of techniques, both oral and written, encountered in business enterprises in areas such as sales, purchasing, banking, and transportation. Three credits. (Spring)

FRE 421. TEACHING FOREIGN LANGUAGES IN ELEMENTARY AND MIDDLE SCHOOLS.

Objectives, methods, and materials for teaching modern foreign languages in grades K-9. Emphasis on language acquisition patterns in children, language proficiency, and integration of the second language with other content areas. Three credits.

Cross-listed with Education 421. (Spring)

FRE 470. INDEPENDENT STUDY.

Directed study and research on topics or projects of special interest. May be repeated once with different content. Three credits. (On demand)

FRE 490. SENIOR HONORS THESIS.

Intensive study of a particular topic or project appropriate to the major, culminating in an honors thesis, project, etc. Oral examination. Three credits. (By invitation)

GEOGRAPHY

GEO 101. PRINCIPLES OF GEOGRAPHY.

A consideration of the nature of man's habitat, man's adaptation to his physical environment, and his relationship to geophysical features and his impact on them. Three credits. (Fall, Spring, Summer)

GEO 102. REGIONAL GEOGRAPHY.

A study of the major regions of the world, including Europe, Latin America, the Middle East, Africa, Asia, and the Pacific World. Three credits. (On demand)

GERMAN

GER 110. INTENSIVE INTRODUCTORY GERMAN I.

An intensive course designed to develop cultural awareness and understanding, in addition to basic proficiency in all four areas: listening, speaking, writing, and reading. A variety of activities and materials are used to promote communicative competence and confidence, and to make the students' experience with language and culture enjoyable. Three credits. (Fall, Spring, Summer)

GER 111. INTENSIVE INTRODUCTORY GERMAN II.

Prerequisites: GER 110 or permission of instructor.

Continuation of GER 110 using same approach and format as GER 110. Three credits. (Fall, Spring, Summer)

GER 221. GERMAN CONVERSATION AND PHONETICS.

Prerequisite: GER 111 or permission of instructor.

The course is designed to continue development of speaking, reading, and writing skills, and will include a complete grammar review. Readings serve as a point of departure for oral expressions and discussions. Also included in the course will be a study of the German sound system and its application to proper pronunciation. Three credits. (Fall)

GER 222. GERMAN CONVERSATION AND COMPOSITION.

Prerequisite: GER 221, or permission of instructor.

Continuation of conversation practice, leading to free conversational exchange of ideas on selected topics. Composition of formal and informal notes, letters, reports, etc. for everyday use. Three credits. (Spring)

GER 230. CONVERSATIONAL GERMAN.

Prerequisites: GER 111 or permission of instructor.

The course intends to build up listening comprehension, with heavy emphasis on the speaking skills of students through directed in-class conversations, discussions, and presentations in German on various everyday life topics such as family, school, leisure time, holidays, sports, shopping, traveling, etc. It will emphasize idiomatic expressions as well as intonation and pronunciation. Three credits. (Odd Spring)

GER 331. GERMAN CULTURE AND CIVILIZATION: THE PAST.

Prerequisites: GER 221, 222, or permission of instructor.

A study of German culture and civilization in historic view. The course is designed to give the student an overview of German cultural, social, and historical trends from the ancient Germanic tribes to the present as seen through literature, architecture,

painting, music, and historical writings. Furthermore, the course explores the roots of common stereotypes and myths about Germans and Germany, and attempts to isolate specific German deviations from and contributions to the development of Western civilization. Three credits. (Even Fall)

GER 332. GERMAN CULTURE AND CIVILIZATION: THE PRESENT.

Prerequisite: GER 221, 222, or permission of instructor.

A study of everyday German life styles and culture. In this course the student will explore the German social and political system, the educational system, leisure time and festivities, the family, church and religion, the work world, arts, and sports in order to become familiar with differences from as well as similarities to American culture and to gain a deeper understanding and appreciation of Germany and the German people. Three credits. (Odd Spring)

GER 340. ADVANCED GRAMMAR AND COMPOSITION.

A comprehensive analytical study of German grammar and syntax. Attention will be given to similarities and differences between German and English; problems encountered in reading and translating more complex German texts; application of grammatical principles to refined writing. Three credits. (Even Spring)

GER 361. EARLY GERMAN LITERATURE.

Readings from works of the Middle Ages, the Reformation, and the 17th century. Three credits. (Odd Fall)

GER 362. GOETHE AND HIS TIME.

The classic period of German literature; lectures, reports, discussions, and readings in the principal authors of this period. Written composition on selected topics. Three credits. (Even Spring)

GER 363. NINETEENTH CENTURY GERMAN LITERATURE.

A study of the literary movements of the 19th century. Romanticism, Young Germany, Realism. Selected works of representative authors. Three credits. (Even Fall)

GER 364. GERMAN LITERATURE OF THE TWENTIETH CENTURY.

The development of German literature since the turn of the century seen against the political, social, and philosophical background; reading and interpretation of representative authors. Three credits. (Odd Spring)

GER 381, 382, 383, 384. SPECIAL TOPICS IN GERMAN STUDIES.

Topics and projects may be chosen from such areas as literature, film, history, folklore, art, music, etc., according to student needs and interest. May be repeated with change of topic. One, two, three, or four credits. (On demand)

GER 401. COMMERCIAL GERMAN.

Study of business-oriented vocabulary and terminology as applicable in daily transactions in business and government. Stress on actual cases involving telephone communication, correspondence, interviews, oral and written reports and agreements. Terminology units tailored to interest of students: telecommunications/ engineering, export-import documents, furniture, textiles, etc. Three credits. (Odd Fall)

GER 402. GERMAN FOR BUSINESS COMMUNICATION.

Refinement of techniques, both oral and written, encountered in business enterprises in areas such as sales, purchasing, banking, and transportation. Three credits. (Even Spring)

GER 470. INDEPENDENT STUDY.

Directed study and research on topics or projects of special interest. For majors on request with permission of the instructor. May be repeated once with different content. Three credits. (On demand)

GER 490. SENIOR HONORS THESIS.

Intensive study of a particular topic or project appropriate to the major, culminating in an honors thesis, project, etc. Oral examination. Three credits. (By invitation)

GREEK

GRE 101. ELEMENTARY GREEK.

Koine Greek; grammar and reading. Three credits. (Fall)

GRE 102. ELEMENTARY GREEK.

Koine Greek; grammar and reading. Three credits. (Spring)

GRE 201. INTERMEDIATE GREEK.

Grammar, readings, linguistic analysis of classical texts and texts from the New Testament. Three credits. (Fall)

GRE 202. INTERMEDIATE GREEK.

Grammar, readings, linguistic analysis of classical texts and texts from the New Testament. Three credits. (Spring)

HEALTHFUL LIVING AND SPORTS STUDIES

HLS 100. CONCEPTS IN HEALTHFUL LIVING.

This course is designed to teach students that healthful living is not a destination, but a journey. Wellness is not a static condition, but a continual balancing of the different dimensions of human needs—spiritual, social, emotional, intellectual, physical, occupational, and environmental. Students must understand that they are responsible for their own growth in these areas, and the course emphasizes the importance of self-responsibility. One credit. (Fall, Spring, Summer)

The HLS course fees listed below are subject to change without notification.

HLS 101. SNOW SKIING. (Fee TBD)

One credit.

HLS 102. GYMNASTICS. (Fee \$30)

One credit.

HLS 104. TENNIS

Racket and balls required. One credit.

HLS 105. ICE SKATING. (Fee TBD)

One credit.

HLS 107. BEGINNING SWIMMING.

One credit.

HLS 108. INTERMEDIATE SWIMMING.

One credit.

HLS 110. RACQUETBALL

Racket and balls required. One credit.

HLS 111. AEROBICS.

One credit.

HLS 112. BADMINTON.

One credit.

HLS 114. GOLF. (Fee \$25)

One credit.

HLS 115. BOWLING. (Fee \$45)

One credit.

HLS 116. WEIGHT TRAINING.

One credit.

HLS 117. HORSEMANSHIP. (Fee \$155)

One credit.

HLS 118. ADVANCED SNOW SKIING. (Fee TBD)

One credit.

HLS 119. MARTIAL ARTS.

One credit.

HLS 120. EMERGENCY WATER SAFETY/STANDARD FIRST AID.

Two credits.

HLS 121. OUTDOOR SKILLS AND LEADERSHIP DEVELOPMENT. (Fee \$30)

One credit.

HLS 122. BEGINNING SNOW BOARDING. (Fee TBD)

One credit.

HLS 123. ADVANCED SNOW BOARDING. (Fee TBD)

One credit.

HLS 126. TEAM SPORTS I.

Skills, rules, and strategies in volleyball, soccer, and/or ultimate Frisbee. One credit.

HLS 127. TEAM SPORTS II.

Skills, rules, and strategies of basketball, softball, and/or baseball. Other team sports may also be incorporated. One credit.

HLS 129. SPECIAL TOPICS IN PHYSICAL ACTIVITIES.

One credit.

HLS 130. SCUBA DIVING. (Fee \$170)

Additionally, snorkeling equipment is required and certification is available for a fee. Two credits.

HLS 131. WATER SAFETY INSTRUCTION.

Prerequisite: HLS 120.

The objective of this course is to teach advanced swimmers the art of instructing swimming skills to infants, children, teens, and adults. The course is intense in its

requirements of the student. Much practice and reading are required to successfully complete the course. The course is not for novice swimmers. Two credits.

HLS 132. LIFEGUARD TRAINING.

The objective of this course is to train advanced swimmers in lifesaving skills. Other components of the course include CPR for the Professional Rescuer and First Aid. This course is not for novice swimmers. Two credits.

HLS 140. OUTWARD BOUND EXPERIENCE.

HLS 140 is designed to increase leadership potential through wilderness activities such as backpacking, rock climbing, camping, orienting, and survival skills development. HLS 140 is in conjunction with Outward Bound. Graded on pass/fail basis. Three credits.

HLS 150. INTRODUCTION TO ATHLETIC TRAINING.

An introduction to the scope and practice of athletic training and the roles of professionals. The course will focus on management techniques, careers, terminology, and professional aspects of athletic training. Three credits. (Fall)

**HLS 151. CLINICAL EDUCATION I—BASIC SKILLS IN ATHLETIC TRAINING.
(Fee \$50)**

A clinical experience is designed for the freshman athletic training major who is seeking certification as an athletic trainer. This experience will focus on basic practical skills needed in the field. The student will complete phase 1 of the athletic training program which involves basic skills in emergency procedures and first aid, administrative techniques in athletic training such as medical documentation and terminology, basic sports coverage, taping and bandaging, and modality setup. Two credits. (Spring)

HLS 200. INTRODUCTION TO KINESIOLOGY.

An introduction to the variety of concentrations encompassed in the general study of physical activity. Topics cover the overall importance of physical activity in our society and include a general overview of the historical, philosophical, scientific, and psycho-social aspects of the field. The course will introduce students to a wide-range of career opportunities in healthful living and sport. Three credits. (Spring)

HLS 203. TECHNIQUES OF COACHING.

An introduction to the profession which examines the many facets involved in coaching, along with guidelines that a beginning coach will find useful in establishing his or her own methods and philosophy. Three credits. (On demand)

HLS 205. PRINCIPLES OF SPORTS MANAGEMENT.

A study of the appropriate organizational and administrative techniques needed to design and implement programs in a variety of sport-related fields. Three credits. (Fall)

HLS 206. PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY.

A study of the psychological aspects of the sport and exercise settings, with emphasis on applied techniques for athletic coaches. Special attention will be given to motivation, anxiety, aggression, performance enhancement, spectator influences, and the youth sports setting. Three credits. (Fall)

HLS 207. MOTOR LEARNING.

Prerequisite: BIO 281.

A study of the development and acquisition of movement skills with emphasis on implications for teachers and athletic coaches. Three credits. (Spring)

HLS 208. PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL.

Prerequisites: HLS 200, HLS 207, BIO 282.

Methods, materials, and techniques for teaching physical education on the elementary school level (K-6). Three credits. (Odd Fall)

HLS 210. SOCIOLOGY OF SPORT.

An examination of sport as a social institution with discussion centering around violence in sport, race and gender issues, and youth sport. Three credits. (Spring)

HLS 211. PREVENTION AND CARE OF ATHLETIC INJURIES.

Prerequisite: HLS 150.

An introductory course for athletic training students in the prevention and emergency care techniques of athletic injuries. Includes certification in Emergency Cardiac Care. Three credits. (Spring)

HLS 220. FACILITY MANAGEMENT AND DESIGN.

Prerequisite: HLS 205.

An in-depth examination of the development and maintenance of facilities for health, physical education, recreation, athletics, and dance. Three credits. (Spring)

HLS 226. CLINICAL EDUCATION II—PART I.

Prerequisites: HLS 125, 150, 285.

Clinical education for all sophomore athletic training majors. Rotation with various general medical and traditional athletic training sites. Completion of athletic training clinical competencies is required. Two credits. (Fall)

HLS 227. CLINICAL EDUCATION II—PART II.

Prerequisites: HLS 226.

Clinical education for all sophomore athletic training majors. Rotation with various general medical and traditional athletic training sites. Completion of athletic training clinical competencies is required. Two credits. (Spring)

HLS 234. THERAPEUTIC MODALITIES.

Prerequisites: HLS 150.

A survey of the physiological effects, indications, and contraindications of a wide range of contemporary therapeutic modalities for the treatment of athletic injuries. Four credits. (Odd Spring)

HLS 239. THERAPEUTIC EXERCISE AND REHABILITATION.

Prerequisites: BIO 281, HLS 303.

An in-depth examination of therapeutic exercise and rehabilitation techniques and strength/conditioning principles, along with the study of specific rehabilitation protocols. Four credits. (Even Spring)

HLS 241. ATHLETIC INJURY MANAGEMENT I. (Fee \$50.)

An in-depth and integrated examination of human anatomy, injury assessment and recognition procedures, acute care and injury management procedures, treatment methods including therapeutic modality and therapeutic exercise techniques, and return to play criteria. This course will focus on the lower extremity. Four credits. (Spring)

HLS 280. METHODS AND MATERIALS IN HEALTHFUL LIVING EDUCATION.

An introduction to the scope and strategies of teaching students the importance of a healthy lifestyle. Special emphasis will be placed upon how to integrate healthful living into the subjects taught by the classroom teacher. Three credits.

HLS 284. HEALTH EDUCATION FOR THE SECONDARY SCHOOL.

Methods and materials for developing health, knowledge, skills, and attitudes which may be used on the secondary school level (7-12). Three credits. (On demand)

HLS 285. FIRST AID AND EMERGENCY CARE.

The study, practice and application of first aid and emergency care, which includes in depth training in CPR and first aid. American Red Cross certification in Adult CPR and standard First Aid is granted upon successful completion of requirements. One credit. (Fall, Spring, Summer)

HLS 286. HEALTH EDUCATION FOR THE ELEMENTARY AND MIDDLE SCHOOL.

Methods and materials for developing health, knowledge, attitudes, practice, and skills which may be utilized by the elementary and middle school teacher (K-8). Two credits. (Fall, Spring, Summer)

HLS 287. PERSONAL HEALTH & NUTRITION.

Contemporary health and nutrition issues as they relate to the individual and problems in everyday living. Three credits. (Fall, Summer)

HLS 288. NUTRITION.

This course explores the basic concepts integral to the science of nutrition. Emphasis will be placed on the metabolic and physiological principles underlying digestion and absorption of nutrients, chemical structure and metabolic fate of nutrients, the biochemical role of nutrients in maintaining health, and the effects of over- and under-nutrition on disease pathogenesis. Three credits.

HLS 290. COMMUNITY HEALTH.

Emphasizes social, cultural, economic, environmental, legal, and political influences on health and health care. Epidemiological principles and selected community problems are discussed. Three credits. (Fall, alternating years with HLS 292)

HLS 292. HEALTH PROMOTION PROGRAMMING AND MANAGEMENT.

This course examines the parameters of successful wellness and health promotion programs focusing on encouraging positive preventive and interventive health and lifestyle changes. By targeting the health risk behaviors in goals and objectives of Healthy People 2010 and the ever-growing concern to reduce healthcare costs, course participants earn the fundamentals of health risk assessment, program design, management, and evaluation. Participants design a wellness/health promotion program concept and implementation. Three credits. (Fall, alternating years with HLS 290)

HLS 300. EXERCISE PHYSIOLOGY.

Prerequisite: BIO 282.

A lecture and laboratory course which emphasizes understanding and application of knowledge regarding human cardiopulmonary, muscular and metabolic responses to exercise and adaptations to chronic physical activity. Application of this knowledge includes healthy individuals as well as patient populations (e.g., cardiac and

pulmonary rehabilitation, diabetes, asthma, endocrine disorders, sports injury, etc.). Laboratory experiences are provided to aid in understanding the basic principles underlying the responses of the body to various exercise stimuli. Four credits.

HLS 301. ADAPTED PHYSICAL EDUCATION.

Prerequisite: HLS 208 or permission of the instructor.

Principles and problems related to adapting the physical education program to meet the needs of the atypical student. Three credits. (Spring)

HLS 302. PHYSICAL EDUCATION FOR THE SECONDARY SCHOOL.

Prerequisites: HLS 200, HLS 207, HLS 208.

Methods, materials and techniques of teaching Physical Education at the middle and high school level (6-12). Three credits. (Spring)

HLS 303. BIOMECHANICS/KINESIOLOGY.

Prerequisites: BIO 281, 282 and PHY 110.

Anatomical, physiological, and kinesiological principles of muscle action and joint mechanics as related to physical education, health, and exercise sciences, and athletic training. Four credits. (Fall)

HSL 315. SPORTS MANAGEMENT INTERNSHIP I.

Prerequisites HLS 205, 220.

This course is designed to give Sports Management majors work experience in the day-to-day running of an intercollegiate athletics department. Hours vary based on placement. Two credits. (Fall)

HLS 316. SPORTS MANAGEMENT INTERNSHIP II.

Prerequisites: HLS 205, 220.

This course is designed to give Sports Management majors practical work experience in the day-to-day running of an intercollegiate athletics department. Hours vary based on placement. Two credits. (Spring)

HLS 320. EXERCISE EVALUATION AND PRESCRIPTION.

Prerequisite: HLS 300.

This is a lecture and lab course which covers the fundamental principles of assessing cardiorespiratory fitness, muscular fitness, and flexibility as well as exercise prescription for healthy and diseased individuals. Specific attention will be given to the guidelines established by the American College of Sports Medicine (ACSM) enabling the student to seek certification. Electrocardiogram (ECG) interpretation and Pulmonary Function Testing will also be explored in depth. The student will be given ample opportunity to practice essential laboratory techniques in exercise testing. Three credits.

HLS 321. INTERNSHIP IN HEALTH AND EXERCISE SCIENCE.

This course is designed to give major practical experience in a clinical setting. Requires 100 on-site hours for one semester. Two credits. (Fall)

HLS 322. INTERNSHIP IN HEALTH AND EXERCISE SCIENCE.

Prerequisite: HLS 321.

This course is designed to give major practical experience in a clinical setting. Requires 100 on-site hours for one semester. Two credits. (Spring)

HLS 326. CLINICAL EDUCATION III—PART I.

Prerequisites: HLS 241, 285, 342.

Clinical Education course designed to assess the athletic training students' competency and proficiency with athletic injury assessment. Students will complete field experiences under the direct supervision of a clinical instructor. Three credits. (Fall)

HLS 327. CLINICAL EDUCATION III—PART II.

Clinical Education course designed to assess the athletic training students' competency and proficiency with athletic injury assessment. Students will complete field experiences under the direct supervision of a clinical instructor. Three credits. (Spring)

HLS 342. ATHLETIC INJURY MANAGEMENT II.

Prerequisite: HLS 241.

An in-depth and integrated examination of human anatomy, injury assessment and recognition procedures, acute care and injury management procedures, treatment methods including therapeutic modality and therapeutic exercise techniques, and return to play criteria. This course will focus on the upper extremity. Four credits. (Fall)

HLS 355. PATHOLOGY AND PHARMACOLOGY FOR ATHLETIC TRAINING.

Prerequisite: BIO 281.

Examination of common general medical pathology and pharmacological practices and their occurrence for athletic training students. Three credits.

HLS 381, 382, 383, 384. SPECIAL TOPICS.

Selected topics in Heathful Living and Sports Studies. May be repeated with change of topic. One, two, three, or four credits. (On demand)

HLS 393. ATHLETIC INJURY MANAGEMENT III.

Prerequisite: HLS 342.

An in-depth and integrated examination of human anatomy, injury assessment and recognition procedures, acute care and injury management procedures, treatment methods including therapeutic modality and therapeutic exercise techniques, and return to play criteria. This course will focus on the head, spine, thorax and abdomen. Four credits.

HLS 401. INTERNSHIP IN SPORTS MANAGEMENT.

To provide senior majors the opportunity to participate in on-site, experiential learning situations which will give them practical application and knowledge in their chosen area. The final grade is derived in consultation with the on-site supervisor and the Department Chair. Senior majors only. Ten credits. (On demand)

HLS 408. CRITICAL ISSUES IN SPORT.

Prerequisite: Senior Status

The course is designed to explore current issues in the sports world and the relationship of these issues to problems in business and society. The course will seek to provide students the opportunity to examine more closely issues such as drug use among athletes, contract and labor struggles, educational issues, racial and gender equity questions, and other contemporary topics as they may arise during the course of the semester. Three credits. (Spring)

HLS 409. SPORTS LAW.

Prerequisites: Senior Status or permission of the instructor.

Sports law is a growing component of the sports industry. This course provides information on how the field of sports law emerged, the issues relative to sports law, and how these issues have an impact on the different factions of the sports industry, such as administrators, coaches, officials, and participants. Key areas of law such as contract law, tort liability, constitutional law, sex discrimination, criminal law, and labor law will be introduced. Three credits. (Fall)

HLS 410. DIRECTED READING/RESEARCH.

Directed research and/or study related to the student's particular program of interest. Senior majors only. Three credits.

HLS 415. SENIOR TEACHING STRATEGIES IN PHYSICAL EDUCATION.

Prerequisites: HLS 200, 208, 300, 301, 302, 303.

A culmination of the methodology of physical education in the form of planned, sequential evaluations of target behaviors deemed essential for effective teaching. Two credits.

HLS 416. SPORTS MANAGEMENT FIELD EXPERIENCE.

Prerequisites: HLS 205, 220, 315 or 316.

This course is designed to give Sports Management majors practical work experience in an area of their choice. Hour requirements vary based on placement. Four credits.

HLS 421. INTERNSHIP IN HEALTH AND EXERCISE SCIENCE III.

Prerequisite: HLS 322.

This course is designed to give the major practical experience in a clinical setting, requiring 200 on-site hours for one semester. Four credits.

HLS 426. CLINICAL EDUCATION IV—PART I.

Prerequisites: HLS 327.

Clinical Education course designed to assess the athletic training students' competency and proficiency within the domain of therapeutic modalities. Students will complete field experiences under the direct supervision of a clinical instructor. Four credits.

HLS 427. CLINICAL EDUCATION IV—PART II.

Clinical Education course designed to assess the athletic training students' competency and proficiency within the domain of therapeutic exercise and rehabilitation. Students will complete field experiences under the direct supervision of a clinical instructor. Four credits.

HLS 431. SPORTS NUTRITION.

Prerequisites: HLS 288 and 300.

This course will cover the relationship between macronutrient and micronutrient intakes and athletic performance. Detailed knowledge of how exercise influences dietary intake, digestion, absorption, energy metabolism, and storage of nutrients will be discussed. In addition, dietary planning for weight gain and weight loss, sport specific concerns and conditions that present to athletes of all age groups regarding nutrition, and the use of dietary supplements as ergogenic aids will be explored.

HLS 436. CLINICAL EXERCISE PHYSIOLOGY.

Prerequisites: HLS 300 and 320.

This course will explore the use of exercise as a treatment modality for specific symptomatic and asymptomatic clinical conditions. Functional assessment, exercise prescription and adaptations to chronic physical activity will be discussed with respect to endocrinological, neuromuscular, skeletal, metabolic, cardiovascular, respiratory, oncological, and immunological disorders and diseases. Special considerations for children, females, and the elderly will also be covered.

HLS 451. SPECIAL TOPICS IN ATHLETIC TRAINING.

Seminar course where area experts are invited to speak about their specific interest in the field of athletic training along with timely topics for the athletic training student. 1 credit hour. (On demand)

HLS 453. SPECIAL TOPICS IN ATHLETIC TRAINING.

This course is designed to provide a capstone experience for athletic training students. Emphasis is placed the domains of Health Care Administration and Professional Development. Four credits.

HLS 454. ATHLETIC TRAINING PRACTICUM.

Practicum allowing athletic training students to gain experience and proficiency in the field of athletic training. Students will be assigned to a clinical supervisor for the practicum. This course may be repeated four times for credit. Four credit hours. (Fall and Spring)

HLS 460. ORGANIZATION AND ADMINISTRATION IN ATHLETIC TRAINING.

Prerequisite: Senior standing in Athletic Training major.

This course is designed to provide a capstone experience for athletic training students. Emphasis is placed the domains of Health Care Administration and Professional Development. Two credits.

HLS 490. SENIOR HONORS THESIS.

Intensive study of a topic chosen by the student which culminates in an honors paper and an oral defense. Senior majors only. Three credits.

HISTORY

HIS 101. WORLD CIVILIZATIONS I: EARLY CIVILIZATIONS THROUGH THE AGE OF EXPLORATIONS.

A survey of the development of human civilizations with an emphasis on the course of Western civilization but with a focus on the relevance of the global community and diverse cultures for an increasingly interactive and interdependent humanity. Three credits. (Fall, Spring, Summer)

HIS 102. WORLD CIVILIZATIONS II: FROM THE 16th CENTURY TO MODERN TIMES.

Prerequisite: HIS 101 or permission of instructor.

A survey of the development of human civilization with an emphasis on the course of Western civilization but with a focus on the relevance of the global community and diverse cultures for an increasingly interactive and interdependent humanity. Three credits. (Fall, Spring, Summer)

HIS 121. U. S. HISTORY TO 1865.

American institutional development from the period of colonization to 1865. Interrelated trends in economics, politics, religion, education, and society. Three credits. (Fall, Spring)

HIS 122. U. S. HISTORY SINCE 1865.

Continuation of U. S. History survey from 1865 to present. Three credits. (Spring)

HIS 212. TOPICS IN MODERN BRITISH HISTORY.

Selected topics in British history focusing primarily on the modern era. Three credits. (On demand)

HIS 230. THE TWENTIETH CENTURY: A GLOBAL HISTORY.

A survey course designed to look at the 20th century in a global perspective, which, while concentrating on the major events of the Western world, will cover aspects of the non-Western world as well. Three credits. (Fall)

HIS 248. NORTH CAROLINA.

European backgrounds; early settlements in Eastern Carolina; German and Scots-Irish settlements in the Piedmont section; economic and political developments during the colonial period; North Carolina and the American Revolution; economic and social reforms before the Civil War; the Civil War and Reconstruction in North Carolina; the late 19th century; and the emergence of the state in the 20th century. Three credits. (Fall)

HIS 250. LATIN AMERICA.

A survey of Latin American history from exploration to the present. One half of the course is devoted to the development of Indian/Iberian institutions and the emergence of the revolutionary movements of the 19th century. The latter half of the course is devoted to the emergence of the modern states of Mexico, Argentina, Brazil, Chile, and the Caribbean republics. Three credits. (Odd Spring)

HIS 251. HISTORY OF ASIAN CIVILIZATIONS.

An introduction to the political cultures and experiences of Asia and the Far East with emphasis on selected topics. Three credits. (Even Fall)

HIS 252. HISTORY OF AFRICAN CIVILIZATIONS.

An introduction to the political cultures and experiences of Africa (primarily non-Mediterranean) with emphasis on selected topics. Three credits.

HIS 262. TOPICS IN MODERN RUSSIAN HISTORY.

Selected topics in Russian history focusing primarily on the modern era. Three credits. (On demand)

HIS 266. ARCHAEOLOGY.

The science and methodology of archaeology; its potential and limitations, followed by the student's application of such to his or her choice of a Biblical or historical problem. Three credits. Cross-listed with Religion 266.

HIS 306. TOPICS IN U. S. HISTORY BEFORE 1877.

Prerequisites: HIS 121, 122 or permission of the instructor.

This course will examine, on a selective topics basis, the history of the United States before 1877. The emphasis of the course may vary from year to year. Course may be repeated on different topics with permission of the instructor. Three credits. (Fall)

HIS 308. TOPICS IN U. S. HISTORY AFTER 1877.

Prerequisites: HIS 121, 122 or permission of the instructor.

This course will examine, on a selective topics basis, the history of the United States after 1877. The emphasis of the course may vary from year to year. Course may be repeated on different topics with permission of the instructor. Three credits. (Spring)

HIS 331. TOPICS IN EUROPEAN HISTORY BEFORE 1700.

Prerequisite: HIS 102.

A selective topics approach to the political, cultural, social, religious, military and economic history of Europe prior to 1700. The emphasis of the course may vary from year to year. Course may be repeated on different topics with permission of the instructor. Three credits. (Fall)

HIS 333. TOPICS IN EUROPEAN HISTORY AFTER 1700.

Prerequisite: HIS 102.

A selective topics approach to the political, cultural, social, religious, military and economic history of Europe from 1700 until the present. The emphasis of the course may vary from year to year. Course may be repeated on different topics with permission of the instructor. Three credits. (Spring)

HIS 340. A DIPLOMATIC HISTORY OF THE UNITED STATES.

An examination of the development of a foreign policy for the United States in the Washington-Jefferson eras, and the growth of that policy from the Monroe Doctrine to the end of the 19th century. The greatest emphasis of the course will be on empire after 1898, involvement in two world wars, and the emergence of the United States as an international power. Three credits. (Odd Fall)

HIS 351. TOPICS IN NON-WESTERN HISTORY.

Prerequisite: Permission of instructor.

This course will examine various topical areas of non-Western history with emphasis to vary from year to year. Course may be repeated on different topics with permission of the instructor. Three credits. (Spring)

HIS 367. ORAL HISTORY.

An applied history course in which the student learns the techniques of oral history and applies this discipline to a practical topic for research. Three credits.

HIS 380. DIRECTED READING AND RESEARCH.

For students desiring work on topics of special individual interest. Three credits.

HIS 381, 382, 383, 384. SPECIAL TOPICS.

This course will examine, on a selective topics basis, various historical problems of interest to faculty and students. One, two, three, or four credits.

HIS 400. SEMINAR IN HISTORICAL RESEARCH. HISTORIOGRAPHY, AND HISTORICAL INTERPRETATION.

A comprehensive overview of the historical method. Building upon skills developed in other history courses, the student will study the collecting, processing, and synthesis of historical evidence, efforts which will culminate in a major research paper of an historiographical nature. Three credits. (Spring)

HIS 450. INTERNSHIP OR FIELD EXPERIENCE IN HISTORY.

Prerequisite: 15 credits in Applied or Modern History or permission of the instructor.

An applied-history field experience supervised directly by the professor or an

internship at a local museum or business supervised jointly by the professor and a museum or business professional. The professor regularly checks the student's progress through conferences with the student and, when applicable, with the professional supervisor and through reviewing the student's required log. Three credits; may be repeated for another 3 hours of credit.

HIS 491. SENIOR HONORS RESEARCH.

Directed readings for History honors students within the general area in which the student plans to do honors research. A survey of the secondary literature and an examination of the basic primary sources and bibliographic tools within the general period will be a part of the course. Three credits.

HIS 492. SENIOR HONORS THESIS.

Prerequisite or corequisite: HIS 491.

Intensive study of a topic or period chosen by the student culminating in an honors program.

HONORS

HON 191,192, 291, 292, 391, 392, 491, 492. GREAT BOOKS.

This Honors course follows the principles of the Great Books program associated with the University of Chicago. Students and faculty read and discuss texts from various disciplines including Literature, History, Philosophy, Psychology, and Religion in a seminar-like setting. One credit.

HUMAN AND COMMUNITY SERVICE

HCS 220. CONCEPTS IN HUMAN AND COMMUNITY SERVICE.

Prerequisite: PSY 101.

This course will introduce the student to the historical development of the human service profession and the models of service delivery. Topics will include the philosophy, values, concepts, language, problems, and broad scope of human services, as well as exposure to various agencies and agency policies. This will be followed by a focus on the participants in the delivery of human services: the worker and the client. The final part of the course will explore the world of the beginning professional, including job functions necessary in the profession. Three credits. (Fall, Spring)

HCS 304. INTRODUCTION TO SOCIAL WORK IN HUMAN SERVICE AGENCIES.

Prerequisite: SOC 100.

An overview of social work as a cause, a function, and a profession. Topics of study include the philosophy, values, and history of social work, the relationship to social welfare, the process and methods of practice, and evaluation and professionalism. Four credits. Cross-listed with Sociology 304. (Fall, Spring)

HCS 320. APPLICATIONS OF HUMAN AND COMMUNITY SERVICE.

Prerequisite: HSC 220.

This second course will focus attention on specific skills and issues of concern for the human and community service professional including oral and written communication skills, legal and ethical issues, organizational administration, leadership, group interaction, and administrative and legislative process. Three credits. (Fall, Spring)

HCS 457. INTERNSHIP IN HUMAN AND COMMUNITY SERVICE.

Prerequisite: HCS 320.

Field work in some area of specialization in a school, business, social, mental health, or criminal justice setting. One class period per week dealing with professional and ethical concerns will also be required. Internships require daytime availability. Four credits. (Fall, Spring, Summer)

LATIN

LAT 101 & 102. ELEMENTARY LATIN.

Classical Latin. Essentials of vocabulary and grammar. Precept, recitation-discussion format. Skills built through reading and translation in a continuous story line developed around imagined daily lives in Southern Italy in the First Century B.C. Cultural presentation through captioned cartoons and background essays. Emphasis upon enhanced understanding of English through word building and language analysis. Meets five days per week. Six credits. (Fall)

LAT 201 & 202. INTERMEDIATE LATIN.

Expansion upon, and refinement of, fundamentals already acquired. Study of increasingly complex sentence patterning. Consideration of distinctive features in effective and dramatic narrative expression. Story line continuation in Rome and Athens. Topical information and idiom analysis as above. Meets five days per week. Six credits. (Spring)

LAT 311. ADVANCED READINGS I.

Prerequisites: LAT 201, 202.

A narrative panorama of Rome at the end of the Republic, and the docudrama of a famed and interesting person who lived through exciting times, even through the interplay of historical and fictional characters. Engrossment in morphology, syntax, phonology, semantics, and etymology. Continuing introduction of background material. Three credits. (Fall)

LAT 312. ADVANCED READINGS II.

Prerequisite: LAT 311.

The "Quintus" of first-semester Latin becomes the Horace of Roman literature. Groomed by the dynasts of the emerging empire, he composes personal lyrical and satirical poetry while the Augustan revolution swirls on about him. Prose paraphrase smoothes the way before the challenges of formal verse. (Spring)

LAT 383. SPECIAL TOPICS.

Directed study and research on topics or projects of special interest. For majors on request with permission of the instructor. May be repeated once with different content. Three credits. (On demand)

LAT 409. PROSE AND POETRY OF THE REPUBLIC AND EMPIRE.

Prerequisite: LAT 312.

A survey of classical Latin literature. Prose writers represented by Cicero, Caesar, and Livy. Selections from Catullus, Ovid, and Vergil for study of verse - and introduction to metrics. Three credits. (Fall)

LAT 410. MASTERWORKS OF LATIN LITERATURE.

Prerequisite: LAT 409.

Advanced study of either Vergil's *Aeneid* or of Petronius' *Cena Trimalchionis*.

Three credits. (Spring)

LAT 490. SENIOR HONORS THESIS.

Intensive study of a particular topic or project appropriate to the major, culminating in an honors thesis, project, etc. Three credits. (By invitation)

LENOIR-RHYNE COLLEGE

LRC 101. THE FRESHMAN EXPERIENCE.

Offers students self assessment, problem solving, and decision-making skills. Provides a review of major courses of study and career possibilities, exposure to campus resources and facilities, and an introduction to study skills. Designed to increase students' awareness of personal aspirations and goal setting techniques, to facilitate adjustment to college, and select a major. One credit. (Fall, Spring)

LRC 210. ACADEMIC SEMESTER ABROAD.

An orientation for students preparing to spend an academic semester abroad. Overview of issues related to study, travel, health, safety, living, laws, customs, and cross-cultural adjustment skills. Required of all students in the semester prior to departure. One Credit. (Fall, Spring)

LRC 410. SENIOR SEMINAR.

This course is available to juniors and seniors and is designed to assist students in preparing for the transition into the world of work or professional school. The course will be conducted in a seminar format and will make use of a number of resource persons. Topics to be considered include a consideration of work as a vocation (calling), resume preparation, searching and interviewing for a job, coping with the work environment, selection of and application to graduate/professional school, and lifestyles after college. Students also will be asked to participate in an assessment of their college experience. One credit.

LRC 471-476. TRAVEL/STUDY EXPERIENTIAL LEARNING.

Directed travel and study in designated field location including evaluation of experiential learning. Open to all students with permission of the instructor. May be repeated up to three times with different content. One to six credits.

LRC 480. INDEPENDENT STUDY.

For use in Interdisciplinary Studies programs. A project related to student's area of concentration. Three credits.

MATHEMATICS

Enrollment in a Mathematics course as a freshman is determined by the SAT scores. Students wishing to take a course higher than that recommended by their SAT score may request to sit for a challenge exam.

MAT 090. INTERMEDIATE ALGEBRA.

This course establishes a foundation in algebraic concepts and problem solving, with emphasis on applications. Topics include signed numbers, exponents, orders of

operation, simplifying expressions, solving linear equations and inequalities, graphing, formulas, polynomials, factoring, rational expressions, rational, radical and quadratic functions, variations, complex numbers, and elements of geometry. Upon completion, students should be able to apply these concepts in problem solving using appropriate technology. Students must complete MAT 090 by the end of the fall semester of their sophomore year. Three hours lecture and two hours laboratory. Four institutional credits. This course does not count toward core or graduation requirements, but the grade and quality points will be included in the students cumulative GPA. (Fall, Spring)

MAT 115. ELEMENTARY STATISTICS.

Prerequisite: Either a Math SAT score of at least 500 points (or the equivalent), satisfactory completion (C– or better) of MAT 090, or passing the challenge test for Elementary Statistics.

An introduction to some of the basic concepts and procedures common to many applications of statistics. Topics include descriptive statistics, a brief study of probability, distributions of selected discrete and continuous random variables, confidence intervals, hypothesis testing, correlation, and regression. This course is designed to meet the needs of all liberal arts students. A student may not receive credit for both MAT 115 and 215. Three credits. (Fall, Spring)

MAT 120. CONCEPTUAL FOUNDATIONS OF MATHEMATICS.

Prerequisite: Prerequisite: Either a Math SAT score of at least 500 points (or the equivalent), satisfactory completion (C– or better) of MAT 090, or passing the challenge test for Conceptual Foundations of Mathematics.

Problem solving with and operations on whole numbers, integers, rational numbers, and decimals; prime numbers and elementary number theory; other bases and exponents; equations and inequalities over the real number system; elementary combinatorics, probability and statistics; introductory coordinate geometry; basic introduction to geometric concepts including geometric constructions, problem solving with geometric measurements or perimeter, surface area and volume. **Meets core requirement for elementary and middle school education majors only.** Not applicable as mathematics credit towards majors in biology, chemistry, mathematics, or physics. Three hours lecture and two hours of laboratory. Four credits. (D-Spring; E-Fall odd year)

MAT 125. FINITE MATHEMATICS.

Prerequisite: Either a Math SAT score of at least 500 points (or the equivalent), satisfactory completion (C– or better) of MAT 090, or passing the challenge test for Finite Mathematics.

A one-semester course which studies systems of linear equations, matrices, linear programming, and mathematics of finance, and offers applications to problems of modern society and business. (Not applicable as mathematics credit toward majors in chemistry, mathematics, or physics.) Three credits. (Fall, Spring; E-Fall)

MAT 126. APPLIED CALCULUS.

Prerequisite: MAT 115 or 125 with a grade of C– or better or permission of the instructor.

An introductory course in the differential and integral calculus of polynomial, exponential, and logarithm functions. Emphasis is placed on application of the techniques of calculus (Not applicable as mathematics credit toward majors in chemistry, mathematics, or physics). Three credits. (Spring)

MAT 129. PRE-CALCULUS MATHEMATICS.

Prerequisite: Either a Math SAT score of at least 500 points (or the equivalent), satisfactory completion (C– or better) of MAT 090, or passing the challenge test for Pre-Calculus Mathematics.

A study of selected topics from algebra and trigonometry including equations and inequalities of the first and second degree, linear and quadratic functions, systems of linear equations, the Fundamental Theorem of Algebra, exponential and logarithmic functions, right triangle trigonometry, trigonometric functions of real numbers, trigonometric identities, and trigonometric equations. Four credits. (Fall)

MAT 165. CALCULUS I.

Prerequisite: Either a Math SAT score of at least 540 points (or the equivalent) and a knowledge of Trigonometry, satisfactory completion (C– or better) of MAT 129, or passing the challenge test for Calculus.

A study of the calculus of elementary real-valued functions. Topics studied will include the limit concept, the derivative, and the integral. This course is designed to meet the needs of all liberal arts students. Four credits. (Fall, Spring)

MAT 166. CALCULUS II.

Prerequisite: MAT 165 with a grade of C– or better or permission of instructor.

A continuation of MAT 165, which emphasizes techniques of integration, applications of the integral, inverse functions, sequences and series (including tests for convergence and power series). Four credits. (Fall, Spring)

MAT 200. DISCRETE MATHEMATICAL STRUCTURES.

Prerequisite: MAT 126 or 165 with a grade of C– or better or permission of instructor.

A one-semester course which will include the following topics: relations, functions, algorithms, mathematical induction, elementary combinatorics, graphs, and trees. Four credits. (Fall)

MAT 215. APPLIED STATISTICS.

Prerequisite: Either a Math SAT score of at least 500 points (or the equivalent), satisfactory completion (C– or better) of MAY 090, or passing the challenge test for Applied Statistics.

This course places an emphasis on core statistical methods needed to analyze and interpret statistical findings, research and everyday problems in academia, business and society. This is achieved through solving a set of problems and discussing the appropriate statistical methods for various types of data and different experiments. Students will also learn how to use computer based analysis tools to help solve these problems and visualize the results. Topics include normal probabilities, multiple regression, analysis of variance, non-parametric statistics, and an introduction to clustering, as well as their appropriate tests. A student may not receive credit for both MAT 115 and 215. Four credits. (Fall, Spring)

MAT 220. INTRODUCTION TO MATHEMATICAL REASONING.

Prerequisite: MAT 165 with a grade of C– or better or permission of instructor.

A course designed to help a student make the transition from calculus to abstract mathematics. Students learn some logic and get experience with traditional language and standard proof methods in mathematics. Three credits. (Spring)

MAT 240. COLLEGE GEOMETRY.

Prerequisite: MAT 129 with a grade of C– or better or permission of instructor.

A study of topics in finite geometry postulational systems and their properties, geometric transformations, non-Euclidean geometry, plane projective geometry, constructions, and polygons. Three credits. (Even Fall)

MAT 265. CALCULUS III.

Prerequisite: MAT 166 with a grade of C– or better or permission of instructor.

This course will cover the following topics: conic sections, vectors, vector-valued functions, and differential and integral calculus of multivariable functions.

Four credits. (Fall)

MAT 270. DIFFERENTIAL EQUATIONS.

Prerequisite: MAT 166 with a grade of C– or better or permission of instructor.

A course designed to explore a variety of techniques in determining exact and approximate solutions to certain ordinary differential equations and systems of ordinary differential equations with special attention given to numerical methods using the computer. Three credits. (Spring)

MAT 280. LINEAR ALGEBRA.

Prerequisites: MAT 165 with a grade of C– or better or permission of instructor, and MAT 220 or CSC 120.

A one semester course which examines the basic concepts of linear algebra. These include vector spaces over the real numbers, linear transformations (functions), the determinant function, eigenvalues, and eigenvectors. Three credits. (Spring)

MAT 300. THEORY OF NUMBERS.

Prerequisite: MAT 220 with a grade of C– or better or permission of the instructor.

A course covering some of the widely known theorems, conjectures, unsolved problems, and proofs of number theory. Topics covered will include divisibility, prime numbers, congruencies, diophantine equations, and arithmetic functions. Three credits. (Odd Fall)

MAT 330. PROBABILITY AND STATISTICS I.

Prerequisite: MAT 166 with a grade of C or better or permission of instructor.

The course includes introductory topics in combinatorial analysis, distributions of discrete and continuous random variables, expectation, and functions of random variables. Three credits. (Odd Fall)

MAT 331. PROBABILITY AND STATISTICS II.

Prerequisite: MAT 330 with a grade of C– or better or permission of instructor.

A continuation of the study begun in MAT 330. Topics include point and interval estimation, hypothesis testing, regression and correlation, and one and two-way analysis of variance. Three credits. (On demand)

MAT 345. ADVANCED ANALYSIS.

Prerequisite: MAT 220 with a grade of C– or better or permission of the instructor.

A study of fundamental concepts of analysis including the topology of Euclidean Space, functions of bounded variation, sequences of functions, integration, and Fourier series. Three credits. (Even Spring)

MAT 370. ABSTRACT ALGEBRA I.

Prerequisites: MAT 280 with a grade of C– or better, and MAT 220 with a grade of C– or better, or permission of instructor.

A one semester course which concentrates on the concept of algebraic structures

(with groups as primary emphasis), properties of the integers, induction, the division algorithm, greatest common divisors, and equivalence classes. Three credits. (Even Fall)

MAT 371. ABSTRACT ALGEBRA II.

Prerequisite: MAT 370 with a grade of C– or better or permission of instructor.

This course is an extension of MAT 370 and is designed for senior mathematics majors who expect to do graduate work. Topics include rings, fields, polynomials, and an introduction to the Galois theory. Three credits. (Odd Spring)

MAT 381, 382, 383, 384. SPECIAL TOPICS.

This course permits the study of selected areas of mathematics not offered on a regular basis. Topics might include such subjects as vector analysis, complex analysis, topology, etc. One, two, three, or four credits. (Offered on demand)

MAT 400. HISTORY AND PHILOSOPHY OF MATHEMATICS.

Prerequisite: Nine hours of Mathematics at or above 165 with a grade of C– or better.

A study of the development of mathematics from its earliest known introduction to the present time. Emphasis is placed on relationship between mathematical and political events, as well as the development and spread of mathematical concepts and techniques. Three credits. (Odd Fall)

MAT 490. SENIOR RESEARCH.

Independent research on a mathematical subject of interest to the student under the guidance of a Mathematics faculty member. Upon completion of the research, the student must prepare a written report and make an oral presentation on the research. One credit. (Registration by permission of instructor only)

MAT 492. SENIOR HONORS RESEARCH AND THESIS.

This course permits intensive study of a topic chosen by the student already selected to do honors work within the department. The course will culminate with an honors thesis and an oral defense thereof. Three credits.

MILITARY SCIENCE

See course listings in Special Programs and Opportunities.

MUSIC

MUS 090. MUSIC FUNDAMENTALS.

A study in the rudiments of music theory which includes clef reading, major and minor scales, key signatures, intervals, chords, and an introduction to aural identification of the rudiments. It is designed for all entering freshmen majoring in music and for music minors. Computerized drill and programmed testing in music rudiments are utilized. Students with a background in music rudiments may attempt a proficiency exam for this course. This course does not count toward graduation credits, but the grade and quality points will be included in the students cumulative GPA. Two credits. (Fall)

MUS 103. HARMONY AND ANALYSIS I.

Prerequisite: MUS 090 or proficiency.

A thorough study of compositional devices and their relevance to style in music from

the Renaissance to the present. Harmonic analysis, formal analysis, common practice period part-writing, and basic compositional structures are addressed. Three credits. (Spring)

MUS 104. AURAL SKILLS I.

Prerequisite: MUS 090 or proficiency.

Systematic training, including computer assisted instruction, in sight singing and in the aural techniques of music for one to four voices; development of thinking musically; meeting difficulties in pitch and rhythm. One credit. (Spring)

MUS 105. CLASS PIANO I.

Designed to provide keyboard experience in the formation of intervals, chords, and scales and their application to simple melodies and harmonies. This course prepares the student to meet teacher education competencies in piano proficiency and for the piano proficiency exam. This course is eligible for credit by examination. One credit. (Spring)

MUS 106. CLASS PIANO II.

Continuation of Music 105. This course is eligible for credit by examination. One credit. (Fall)

MUS 111. INTRODUCTION TO MUSIC LITERATURE.

An introduction to the basic elements of music and to musical forms and terminology. Special emphasis on knowledge of the literature of music. Designed to provide background essential to professional study. Two credits. (Fall)

MUS 120. APPLIED MUSIC PREPARATORY DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to two lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Preparatory Division Applied Music does not fulfill the requirements for the music major or for the music minor. Preparatory Division students are not required to perform student recitals or final jury exams. Zero credit. (Fall, Spring)

MUS 121. APPLIED MUSIC PREPARATORY DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to two lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Preparatory Division Applied Music does not fulfill the requirements for the music major or for the music minor. Preparatory Division students are not required to perform student recitals or final jury exams. One credit. (Fall, Spring)

MUS 122. APPLIED MUSIC PREPARATORY DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to two lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Preparatory Division Applied Music does not fulfill the requirements for the music major or for the music minor. Preparatory Division students are not required to perform student recitals or final jury exams. Two credits. (Fall, Spring)

MUS 130. APPLIED MUSIC—LOWER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of

one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). An audition is required for lower division applied music. Zero credit. (Fall, Spring)

MUS 131. APPLIED MUSIC—LOWER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). An audition is required for lower division applied music. One credit. (Fall, Spring)

MUS 132. APPLIED MUSIC—LOWER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One of three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). An audition is required for lower division applied music. Two credits. (Fall, Spring)

MUS 133. APPLIED MUSIC—LOWER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One of three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). An audition is required for lower division applied music. Three credits. (Fall, Spring)

MUS 150. ENSEMBLES.

Prerequisite: Permission of the instructor.

Concert band, choir, jazz ensemble, pep band, brass ensemble, percussion ensembles, handbell ensembles, orchestra, pit orchestra, and various other performing ensembles are offered (some ensembles by audition) to all students of the College with or without credit. Ensembles meet for a minimum of two hours weekly for one credit hour. Requirements for students electing non-credit are the same as for students electing credit. Students who are instrumental principals and majors are required to participate each semester in the Concert Band unless excused by the director. Vocal principals and majors are required to participate each semester in the A Cappella Choir unless excused by the director. Zero credit. (Fall, Spring)

MUS 151. ENSEMBLES.

Prerequisite: Permission of the instructor.

Concert band, choir, jazz ensemble, pep band, brass ensemble, percussion ensembles, handbell ensembles, orchestra, pit orchestra, and various other performing ensembles are offered (some ensembles by audition) to all students of the College with or without credit. Ensembles meet for a minimum of two hours weekly for one credit hour. Requirements for students electing non-credit are the same as for students electing credit. Students who are instrumental principals and majors are required to participate each semester in the Concert Band unless excused by the director. Vocal principals and majors are required to participate each semester in the A Cappella Choir unless excused by the director. One credit. (Fall, Spring)

MUS 200. MUSIC APPRECIATION.

Fundamentals essential to the introduction and development of musical thought and judgment; aesthetic significance and other values; principal forms and historical movements; interpretation of current musical efforts. Three credits. (Fall, Spring)

MUS 201. HARMONY AND ANALYSIS II.

Prerequisite: MUS 103 or proficiency exam.

Continuation of Music 103. Three credits. (Fall)

MUS 202. AURAL SKILLS II.

Prerequisite: MUS 104 or proficiency exam.

Continuation of Music 104. One credit. (Fall)

MUS 203. HARMONY AND ANALYSIS III.

Prerequisite: MUS 201 or proficiency exam.

Continuation of Music 201. Three credits. (Spring)

MUS 204. AURAL SKILLS III.

Prerequisite: MUS 202 or proficiency.

Continuation of Music 202. One credit. (Spring)

MUS 210. BRASS TECHNIQUES.

The brass methods class is designed to provide a working knowledge of all the brass instruments of the standard band instrumentation for teaching purposes. Two class hours per week. One credit. (Even Fall)

MUS 211. PERCUSSION TECHNIQUES.

The percussion class is designed to provide a working knowledge of all major percussion instruments of the standard band instrumentation for teaching purposes. Two class hours per week. One credit. (Odd Fall)

MUS 212. STRING TECHNIQUES.

To provide a working knowledge of the string instruments for teaching purposes. Two class hours per week. One credit. (Even Spring)

MUS 213. WOODWIND TECHNIQUES.

To provide for teaching purposes a working knowledge of the basic single and double reed instruments and flute. Two class hours per week. One credit. (Odd Spring)

MUS 214. VOCAL TECHNIQUES.

Vocal methods is designed to provide a working knowledge of the voice and basic vocal pedagogy. This class emphasizes the study of voice production and basic principles of singing as well as work with voices. Two class hours per week. One credit. (Fall)

MUS 254. MUSIC HISTORY AND LITERATURE I.

Prerequisites: One year of theory, MUS 111 or 200, or permission of the instructor.

A historical survey of music history and literature from the beginning of civilization to the present time. Three credits. (Fall)

MUS 255. MUSIC HISTORY AND LITERATURE II.

Prerequisites: One year of theory, MUS 111 or 200, or permission of the instructor.

A continuation of MUS 411. A historical survey of music history and literature from the beginning of civilization to the present time. Three credits. (Spring)

MUS 270. WORSHIP.

A study of the theology and practice of Christian worship, beginning with its Jewish roots. Emphasis will be given to the historic development of liturgy, including a comparison of current orders of worship. Other topics to be covered are the church year, worship planning, musical settings of the liturgy, worship space and acoustics, and a theological framework for the use of music in worship. Three credits. Cross-listed with Religion 270. (Even Fall)

MUS 271. DEVELOPMENT OF CHILDREN'S CHOIRS.

A study of the theoretical and practical development of children's voices, dealing with vocal production, literature, choral techniques, and the practical details of organizing and managing a church or community chorus. Two credits. (Even Fall)

MUS 272. HYMNODY.

A survey of the hymnody of the Western Church, from its historical roots in Hebrew and Greek hymns to the present. The course will include a study of Gregorian chant, Reformation hymns, Genevan and English Psalters, Evangelical and Anglican hymns, early American and Gospel hymns, African-American spirituals, and contemporary hymnody. Two credits. (Odd Spring)

MUS 273. CHANTING.

A study of plainsong and its place in worship today. Students will sing liturgical examples from various systems of chant (i.e., Gregorian, Anglican, Gelineau), as well as prepare intoned material from contemporary worship orders. This course will deal with basic elements of vocal production and projection on a group level. The role of the cantor will be highlighted. One credit. (Odd Spring)

MUS 301. ORCHESTRATION.

Prerequisite: Two years of theory or permission of instructor.

Instrumentation of orchestra and band; scoring music for instrumental groups. Two credits. (Spring)

MUS 302. ADVANCED FORM AND ANALYTICAL TECHNIQUE.

Prerequisite: Two years of theory or permission of instructor.

The development of techniques of analysis of music. Two credits. (On demand)

MUS 303. COUNTERPOINT.

Prerequisite: Two years of theory.

Techniques of contrapuntal composition; analysis of polyphonic compositions of the 16th, 18th, and 20th centuries. Two credits. (On demand)

MUS 330. APPLIED MUSIC—UPPER DIVISION.

Private instruction in voice, piano, organ, and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). Successful completion of a sophomore level "Upper Divisional" jury is required for registration in upper division applied music. Zero credit. (Fall, Spring)

MUS 331. APPLIED MUSIC—UPPER DIVISION.

Private instruction in voice, piano, organ and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of

one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). Successful completion of a sophomore level "Upper Divisional" jury is required for registration in upper division applied music. One credit. (Fall, Spring)

MUS 332. APPLIED MUSIC—UPPER DIVISION.

Private instruction in voice, piano, organ and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). Successful completion of a sophomore level "Upper Divisional" jury is required for registration in upper division applied music. Two credits. (Fall, Spring)

MUS 333. APPLIED MUSIC—UPPER DIVISION.

Private instruction in voice, piano, organ and orchestral instruments (brass, woodwinds, percussion, and strings). One to three lessons per week with a minimum of one hour of practice per day for each one-half hour private lesson. Applied music students are required to perform in a student recital once each semester and are required to submit a final jury exam (end of semester performance). Successful completion of a sophomore level "Upper Divisional" jury is required for registration in upper division applied music. Three credits. (Fall, Spring)

MUS 370. HISTORY OF SACRED MUSIC.

Prerequisite: Music 111 or 200 or permission of the instructor.

A survey of music composed for worship and/or inspired by faith over the centuries. Special emphasis will be placed on the sacred music of various Christian traditions, from Gregorian Chant to the growing African scene. Three credits. (Odd Fall)

MUS 371. RESOURCES AND REPERTOIRE.

Prerequisites: Music 270, 272 or permission of the instructor.

Provides some of the necessary tools for church music ministry, including anthem selection, organ and vocal repertoire, and sacred music repertoire for keyboard with instruments. This course will also focus on musical and liturgical resources needed for worship planning—denominational hymnal companions, lectionary resources, and other worship aids. Two credits. (Even Spring)

MUS 372. SERVICE PLAYING.

Prerequisite: Permission of the instructor.

A lab course focusing on the various elements of service playing: hymn and anthem accompaniments, conducting from the keyboard, liturgical playing, modulations and reharmonizations, and registration. One credit. (Odd Fall)

MUS 381, 382, 383, 384. SPECIAL TOPICS.

Seminar and/or projects in selected topics related to music theory, music history, music composition, music performance, and music pedagogy. One, two, three, or four credits. (Fall, Spring)

MUS 392. JUNIOR RECITAL.

Junior level half or full recital. One credit. (Fall, Spring)

MUS 401. COMPOSITION.

Prerequisites: MUS 303 or permission of the instructor.

Original writing to illustrate the different forms and styles of music. Two credits. (On demand)

MUS 420. CHORAL CONDUCTING AND LITERATURE.

A study of the art of choral conducting: coordination of hand technique, breath control, sound control, diction, phrasing, and dynamics. Discussion of the organization and development of choral groups with research or choral methods and materials. Teacher Education competencies in choral conducting and graded literature are addressed. Three credits. (Odd Spring)

MUS 421. INSTRUMENTAL CONDUCTING AND LITERATURE.

The emphasis of study will be on baton and rehearsal techniques, score reading and knowledge of various instrumental group voicing. Teacher Education competencies in instrumental conducting and graded literature are addressed. Three credits. (Even Spring)

MUS 422. ELEMENTARY AND INTERMEDIATE CLASSROOM MUSIC METHODS.

Survey of the organization, administration, and supervision of early childhood and intermediate music programs; emphasis on Orff-Schulwerk and Kodaly systems of music education and the development of teaching skills. Two credits. (Odd Fall)

MUS 423. CHORAL MUSIC METHODS.

Aims and problems of music in high school; materials and methods in high music program administration. Two credits. (Even Fall)

MUS 424. INSTRUMENTAL METHODS.

Methods, materials, and organizational procedures for teaching instrumental music at the middle school and secondary levels. Two credits. (Even Fall)

MUS 454. PERIOD STUDY IN MUSIC HISTORY.

Prerequisites: MUS 245, 255.

This course is an analysis of the history and literature of a selected era or body of repertoire. May be repeated once for credit. Two credits. (Spring)

MUS 470. FIELD WORK IN SACRED MUSIC.

Prerequisite: At least two semesters of the sacred music sequence.

An experiential component of the sacred music program. The sacred music student will participate in a church music program for a minimum of three hours per week for a full semester. A student will be placed under staff supervision in a local church setting. Students already employed as parish musicians may fulfill field work requirements at their place of employment. Observation will be made by the Music Department faculty. One credit. (Fall, Spring)

MUS 471. SACRED MUSIC PROJECT.

Prerequisite: At least three semesters of the sacred music sequence.

A summation project for the sacred music student. The student will plan, prepare, and lead a public worship service on or off campus. Involvement may include the performance or direction of choral and/or instrumental music and the necessary liturgical propers. One credit. (Fall, Spring)

MUS 472. CRITICAL ISSUES IN CHURCH MUSIC.

Prerequisite: Music 370 or permission of the instructor.

An overview of practical and difficult issues facing the church musician today, including a discussion of contemporary and traditional services, prerecorded and live worship music, appropriate instruments for accompanying worship, the call and ministry of a church musician, church staff relationships, the politics of music-making, guidelines for part-time and full-time employment, and networking. Two credits. (Even Spring)

MUS 490. SENIOR HONORS THESIS OR PROJECT.

Intensive study and research culminating in an honors thesis or project. In the applied music area, this may be related to the senior recital; in the area of music education, this may be either a thesis or project appropriate to the field. The selection of the topic or project is subject to approval by the music faculty. Three credits. (Fall, Spring)

MUS 497. SENIOR RECITAL.

Senior level half or full recital. One credit. (Fall, Spring)

NURSING

NUR 201. CONCEPTS OF AGING.

Prelicensure

Prerequisite: Admission to Nursing or permission of instructor.

Concurrent or prerequisite: BIO 281.

The course introduces aging as a developmental process with an emphasis on the healthy elderly person and their common health problems. Information on basic nutrition, self-concept, body image, and grieving, as well as sensory system illnesses are emphasized. Three credits. Class. (D-Fall)

NUR 202. ASSESSMENT OF HEALTH STATUS.

Gateway/Prelicensure.

Prerequisite: Admission to Nursing; BIO 281.

Concurrent or prerequisite: BIO 282.

Students are introduced to the process of assessing normal adult health status. This course focuses on the development of physical assessment skills and interviewing skills in assessing and recognizing normal health status of the individual. Theoretical content includes health history, assessment tools, and normal findings. Students are expected to utilize knowledge from previous courses. Laboratory experiences with well individuals provide opportunity to apply theoretical knowledge and demonstrate techniques of physical assessment. Each student is expected to apply principles of therapeutic communication and demonstrate responsibility and accountability in obtaining client data and recording findings. Students are expected to demonstrate independent learning abilities as they develop assessment techniques. Three credits. Class/lab. (D-Spring, E-Summer)

NUR 220. HEALTH ISSUES FOR YOUNG CHILDREN.

Prerequisites: PSY 100, PSY 320/EDU 220.

A study of health issues which impact children. Emphases include nutrition, safety, abuse/neglect, health assessment, management of common illnesses, pre-maturity, disabilities, and chronic health problems. Two credits. Class. (Odd Fall)

NUR 250. NURSING FUNDAMENTALS I.*Prelicensure.**Prerequisite: Admission to Nursing or permission of the instructor; BIO 220 recommended.**Concurrent or prerequisite: BIO 281, NUR 201.*

Students are introduced to concepts of wellness, health, and illness within a holistic perspective. Nursing roles are discussed within the context of the broader health care delivery system. Concepts of communication, nursing process, safety, care of the skin, introduction to medications, and nursing care related to mobility, ambulation, comfort, sleep, sensation, perception, and cognition are introduced within a caring context. Aspects of ethnicity, cultural diversity, values, spirituality, as well as legalities, are studied within the context of professional advocacy, accountability, and responsibility. Three credits. Class/lab. (Fall)

NUR 251. NURSING FUNDAMENTALS II.*Prelicensure.**Prerequisite: BIO 281; NUR 201, 250.**Concurrent or prerequisite: BIO 220 and 282, NUR 202.*

This course continues with nursing knowledge and skills related to safe and competent nursing care. The concepts of medications, oxygenation, elimination, pain, teaching-learning process, delegation, leadership process, and role differentiation are taught within a caring context. In addition, supervised clinical will include nursing care of adults. Three credits. Class/lab/clinical. (D-Spring)

NUR 300. INTRODUCTION TO PROFESSIONAL NURSING.*Gateway.**Prerequisite: Progression into the Gateway Program (RN-BSN status).*

This introductory bridge course for RN-BSN students primarily focuses on areas not traditionally emphasized in ADN and Diploma curricula. It emphasizes the development of self within the professional dimension as well as nursing theories, processes for caring, and professional role socialization. Three credits. Class. (E-Fall)

NUR 303. CARE OF CLIENTS FROM INFANCY THROUGH ADOLESCENCE.*Prelicensure.**Prerequisites: Completion of Level I nursing courses (NUR 201, 202, 250, 251);**PSY 320/EDU 220; BIO 220, 281, 282; CHE 101; plus progression in Nursing Level II per nursing policy.*

The course emphasizes the philosophy of the specialty as well as the nurse's role in health promotion and illness care of children as part of the family unit. Students use the nursing process for care of children from infancy through adolescence, considering children in a developmental context. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Four credits. Class/clinical. (D-Spring)

NUR 304. CARE OF CLIENTS DURING THE REPRODUCTIVE YEARS.*Prelicensure.**Prerequisite: Completion of Level I nursing courses (NUR 201, 202, 250, 251); BIO 220, 281, 282, CHE 101, plus progression in Nursing Level II per nursing policy.**Concurrent or prerequisite: Any sociology course; PSY 320 or EDU 220.*

This course emphasizes the philosophy of nursing care for childbearing families and health care of women. The student uses the nursing process for care of clients

experiencing normal and complicated prenatal, intrapartum, and postpartum periods. Also included is care of the newborn as well as health alterations of the female client during reproductive years. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Five credits. Class/clinical. (D-Fall)

NUR 305. RESEARCH IN NURSING.

Gateway/Prelicensure.

Prerequisites: Completion of Level I nursing courses (NUR 201, 202, 250, 251) or equivalent for RN-BSN students; BIO 220, 281, 282, CHE 101, plus progression in Nursing Level II per nursing policy. Concurrent or prerequisites: MAT 115.

This course examines the research process as it relates to the practice of nursing. It provides a foundation for critiquing research studies as a basis for utilization of findings in nursing practice. Three credits. Class. (Fall, Spring)

NUR 320. CARE OF ADULTS WITH PHYSIOLOGICAL PROBLEMS I.

Prelicensure.

Prerequisites: Completion of Level I nursing courses (NUR 201, 202, 250, 251); BIO 220, 281, 282, CHE 101, plus progression in Nursing Level II per nursing policy.

Building on previous knowledge, this course begins to prepare the student to promote, maintain, and restore the physiological health of adults. Through use of the nursing process, concepts of perioperative care, shock, electrolytes, acid-base, immune, cancer, and neurologic problems are emphasized in the context of a human caring approach. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Five credits. Class/clinical. (D-Fall)

NUR 321. CARE OF ADULTS WITH PHYSIOLOGICAL PROBLEMS II.

Prelicensure.

Prerequisite: Completion of Level I nursing courses (NUR 201, 202, 250, 251); BIO 220, 281, 282, CHE 101, NUR 320, plus progression in Nursing Level II per nursing policy.

Building on previous knowledge and the human caring approach, this course continues to prepare the student to promote, maintain, and restore physiological health of adults in a variety of settings. Through use of the nursing process, additional concepts of rehabilitation and post-hospital care; and endocrine, hematological, urinary, gastrointestinal, hepatic and biliary problems are addressed. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Five credits. Class/clinical. (D-Spring)

NUR 381, 382, 383, 384, 385, 386. SPECIAL TOPICS.

Gateway/Prelicensure.

Prerequisite: Permission of the instructor.

In-depth study of selected topic in nursing. May be class and/or clinical. One credit each to a maximum of six credits. (Subject to Division Head's approval). (D-Fall, D-Spring)

NUR 407. MANAGING THE CARE OF CLIENTS.

Gateway/Prelicensure.

Prerequisite: Completion of the following Level II nursing courses: NUR 303, 304, 305, 320, 321, 430, 445, 446 (or equivalent for RN-BSN students).

This course expands the theoretical base for the multidimensional professional leadership role. The focus is on integration of nursing concepts, management principles, and collaboration with health care professionals directed toward improvement of the health care system and management of client care. It emphasizes nursing theory, modalities of care delivery, decision making and critical thinking, and the impact of ethical, legal, and economic issues in the delivery of health care. Three credits. Class. (D, E-Spring)

NUR 408. APPLIED NURSING CARE.

Prelicensure.

Prerequisite: Completion of the following Level II nursing courses: NUR 303, 304, 305, 320, 321, 430, 445, 446.

Concurrent or prerequisite: NUR 407, 447.

This course provides a culminating experience in which the student synthesizes nursing knowledge with management and leadership roles in a selected setting. The student uses knowledge from nursing and liberal arts as a basis for collaboration, participation, and promotion of change in the health care system while adhering to ethical and legal standards. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior. Four credits. Clinical. (D-Spring)

NUR 410. CARE OF FAMILIES AND COMMUNITIES.

Gateway.

Prerequisites: Completion of Level I & II Nursing courses: NUR 202, 300, 305 & EDU 220 or PSY 320.

Prerequisite or corequisite: SCI 300.

This course provides the RN to BSN student opportunity to use the nursing process with families and aggregates within the community context. Emphasizes social, cultural, economic, environmental, legal, and political influences on health and health care, as well as with epidemiological principles and selected community problems. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Four credits. Class/clinical. (E-Spring)

NUR 411. APPLIED HEALTH CARE.

Gateway.

Prerequisites: Completion of Level I & II Nursing courses: NUR 202, 300, 305 & EDU 220 or PSY 320.

This course provides a culminating experience in which the RN to BSN student synthesizes nursing knowledge with management and leadership roles in a selected setting. The student uses knowledge from nursing and liberal arts as a basis for collaboration, participation, and promotion of change in the health care system while adhering to ethical and legal standards. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior. Three credits. Clinical. (E-Spring, Summer)

NUR 430. CARE OF CLIENTS WITH PSYCHIATRIC AND MENTAL HEALTH PROBLEMS.

Prelicensure.

Prerequisites: Completion of Level I: NUR 201, 202, 250, 251; BIO 220, 281, 282; CHE 101, plus progression in Nursing Level II per nursing policy.

Concurrent or prerequisites: EDU 220 or PSY 320.

The course emphasizes the philosophy of the specialty as well as the nurse's role in health promotion of clients with psychiatric and mental health problems. Students use the nursing process for care of clients with problems related to mood, anxiety, stress, addiction, personality, aggression, and thought process, as well as cognitive and sexual disorders. Special consideration is given to therapeutic communication skills. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Four credits. Class/clinical. (D-Fall).

NUR 445. CARE OF ADULTS WITH PHYSIOLOGICAL PROBLEMS III.

Prelicensure.

Prerequisites: Completion of Level I: Nursing courses NUR 201, 202, 250, 251; BIO 220, 281, 282; CHE 101, NUR 320, plus progression in Nursing Level II per nursing policy.

Concurrent or prerequisites: EDU 220 or PSY 320.

The course is a synthesis of the human caring approach and uses the nursing process to promote, maintain, and restore the health of any adult having physiological problems. A special emphasis is placed on care of adults with complex problems. Concepts include cardiac, respiratory, integumentary, musculoskeletal, and multisystem failure. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Five credits. Class/clinical. (D-Fall)

NUR 446. CARE OF FAMILIES AND HOME HEALTH INDIVIDUALS.

Prelicensure.

Prerequisites: Completion of Level I Nursing courses: NUR 201, 202, 250, 251, BIO 220, 281, 282; CHE 101, plus progression in Nursing Level II per nursing policy and completion of NUR 303, 304, 320.

Concurrent or prerequisites: EDU 220 or PSY 320.

The course emphasizes the use of the nursing process for families and home health individuals as members of the community. It emphasizes the provider, designer, and coordinator nursing care roles while exploring transitional care in the home environment, transition to community settings, home health standards, as well as other legal and safety issues. Values and cultural patterns of families also are explored. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Two credits. Class/clinical. (D-Fall)

NUR 447. COMMUNITY HEALTH NURSING AND THE AGGREGATE.

Prelicensure.

Prerequisites: Completion of Level II nursing courses: NUR 303, 304, 305, 320, 321, 430, 445, & 446.

Prerequisite or concurrent: SCI 300.

The course emphasizes the use of the nursing process for promoting health of the community and for its identified aggregates. Epidemiological findings are used as a basis for improving health and health care of the community. The roles of case finder, designer, collaborator, and advocate are emphasized, as are the skills used in prevention of illness or promotion and maintenance of health for clients of all ages. Students are expected to demonstrate accountability for nursing judgments, quality of client care, and professional behavior in a variety of settings. Three credits. Class/clinical. (D-Spring)

NUR 471, 472 & 473. INDEPENDENT STUDY.*Gateway/Prelicensure.**Prerequisite: Acceptance into the nursing major.*

Individual learning contract developed and completed under faculty direction. One to three credits (Subject to Division Head's approval). (D-Fall, D-Spring)

NUR 491. SENIOR HONORS RESEARCH.*Gateway/Prelicensure.**Prerequisites: Senior status, eligibility for honors, NUR 495.*

This course of guided study enables the student to implement the research proposal developed in NUR 495. The student completes data collection, data analysis, evaluation and written phase of the proposed research plan. The study is communicated via oral presentation to health care peers and professionals. Three credits. Class/seminar/independent work. (D-Spring)

NUR 495. SENIOR HONORS SEMINAR.*Gateway/Prelicensure.**Prerequisite: Senior status, eligibility for honors, NUR 305.*

Seminar course that guides the student in development of a nursing research study. The student delineates a research problem, conducts a review of literature, and develops a research proposal. The evolution of work is guided by faculty and shared with fellow students in supportive seminar, enabling the student to clarify problems and progress in development of the research study. Three credits. Class/seminar/independent work. (D-Fall)

OCCUPATIONAL THERAPY

OCC 300. NATURE OF HUMAN OCCUPATION.*Prerequisite: PSY 100, PSY/SOC 250; Priority given to HOS majors & minors.*

Introduces the philosophy and core assumptions of the paradigm of human occupation. Students will critically analyze the bio-psycho-social and cultural aspects of everyday occupations; the influence of injury illness and/or disability on engagement in occupational activities; and the use of meaningful, purposeful occupational activities as a framework for therapeutic intervention. Course includes experiences emphasizing occupational task analysis and adaptation across the lifespan. Four credits. (3 lecture, 1 lab) (Fall '04)

OCC 310. MEDICAL TERMINOLOGY.*Prerequisite: BIO 281, BIO 282; HOS or other health sciences major.*

Course familiarizes students with anatomical, physiological, and pathological terminology and definitions commonly encountered in healthcare and rehabilitation. Class, self-paced learning, and some online work via Blackboard will be required. One credit. (Fall)

OCC 313. MUSCULO-SKELETAL ANATOMY AND MOVEMENT ANALYSIS.*Prerequisite: BIO 281, BIO 282; Priority given to HOS majors & minors.*

Anatomy and physiology of the human skeletal, connective tissue, and muscular systems, including origin, insertion, action, and peripheral nerve innervation of the individual muscles involved in joint stability and mobility for various functions. Course includes a cadaver dissection lab, functional movement analysis lab, and self-paced multimedia learning activities to enhance students' comprehension. Four credits. (2 lecture, 1 lab, 1 lab) (Fall)

OCC 314. APPLIED NEUROSCIENCE FOR REHABILITATION.

Prerequisite: BIO 281, BIO 282; Priority given to HOS majors & minors.

Anatomy and physiology of central and peripheral nervous systems. Topics include: structure and function of nervous, synaptic networks, and supporting tissues; genetic and environmental influences on early neurodevelopment; sensory systems; control systems for posture and movement; basic neuropsychological processes underlying control of praxis, language, perception, cognition, and emotional regulation; and neural plasticity following recovery from injury. Four credits. (3 lecture, 1 lab) (Fall)

OCC 316. MEDICAL CONDITIONS AND DISABILITY.

Prerequisite: OCC 310, OCC 313, OCC 314; admitted as HOS major or minor.

Explores the continuum of wellness-to-disease and influence on occupational performance of major illnesses and types of injury commonly seen in rehabilitation services. Includes an overview of drug classifications and diagnostic tests as they relate to various conditions. Three credits. (Fall)

OCC 340. MEDICAL AND DEVELOPMENTAL CONDITIONS IN CHILDREN AND ADOLESCENTS.

Prerequisite: PSY 320, OCC 310; Priority given to HOS majors & minors.

Survey of the major medical and developmental conditions affecting newborns through teenage children, with major emphasis on diagnoses most commonly referred for rehabilitation or habilitation. Includes: conditions associated with prematurity; major genetic syndromes; juvenile rheumatoid arthritis; cerebral palsy; myelomeningocele; autism and pervasive disorders of development; learning disabilities; ADHD; auditory-language disorder; and sensory-perceptual dysfunction. Two credits. (Spring)

OCC 360. ORGANIZATION AND DELIVERY OF HEALTHCARE IN THE UNITED STATES.

Prerequisite: POL 120 or ECO 121; Priority given to HOS majors & minors.

Introduces students to the historical, legal, political, economic, cultural, and organizational contexts of health care and rehabilitative services in the U.S.. Examines the legislation that has shaped health care and disability policy, such as the Americans with Disabilities Act, the Individuals with Disabilities Education Act, the regulations of the Occupational Safety and Health Administration; and public/private payment systems that support access to quality healthcare and rehabilitative services. 2 credits. (Spring)

OCC 363. PRINCIPLE-CENTERED PROFESSIONAL DEVELOPMENT.

Prerequisite: Priority given to HOS majors & minors.

Critical examination of issues, challenges, and opportunities in development of oneself as a principle-centered practitioner. Includes: development of a professional mission statement; professional conduct, ethics, and communication; documentation of services; OT/OTA collaboration; patient advocacy; opportunities for professional and community organizational involvement; engagement in continuing education & lifelong learning; and strategies for organization/provision of clinical education experiences to peers within one's clinical setting. Also covered are mechanisms and structure of national certification and state licensure. Three credits. (Spring)

OCC 364. CONCEPTS OF RESEARCH IN REHABILITATION SCIENCES.

Prerequisite: MAT 130; Priority given to HOS majors & minors.

Course designed to provide students with a grasp of the fundamental concepts, models, and ethics of research; and ability to analyze and critique healthcare

literature for conduct of evidence-based practice. Strategies and styles of writing a review of the rehabilitation sciences literature will be covered, and course culminates in the writing of a review of the literature on a selected area of human occupation studies. Two credits. (Spring)

OCC 421. MENTAL HEALTH AND OCCUPATION.

Prerequisite: PSY 332; Co-requisite: OCC 300; Admission to HOS major.

Familiarizes students with application of the major psychosocial frames of reference across the spectrum of occupational therapy services, including hospital- and community-based mental health, client/family adjustment to chronic illness and/or disablement, and adult developmental disability. Course emphasizes theoretical and practical competencies in occupational therapy assessment and intervention with these populations and settings. Five credits. (4 lecture/lab, 1 fieldwork requiring 40 hours) (Spring)

OCC 432. PHYSICAL REHABILITATION AND OCCUPATION.

Prerequisite: OCC 300, OCC 313, OCC 314, OCC 316; Admission to HOS major.

Course focuses on occupational therapy practice theory and skills of assessment and treatment with orthopedically or neurologically-disabled adult clients. Major frames of reference include: occupational performance, perception and cognition, proprioceptive-neuromuscular facilitation, neurodevelopmental treatment, and ADL. Utilization of environmental modification, orthotics and prosthetics, and selected physical agent modalities also covered. Five credits. (4 lecture, 1 lab) (Fall)

OCC 442. PEDIATRIC REHABILITATION AND OCCUPATION.

Prerequisite: OCC 300; Pre/Co-requisite: OCC 340; Admission to HOS major.

Course familiarizes students with scope of occupational therapy practice with infants, children and adolescents in major settings under medical, educational, and community models of intervention. Formal and informal evaluation procedures and interpretation are covered, as well as primary treatment approaches used to address occupational performance areas of: self-care, play, school-related, and transition to community living and vocational participation in adolescents. Treatment frames of reference include model of human occupation (MOHO), biomechanical/environmental adaptation, acquisitional, sensory integration, and neurodevelopmental treatment. Five credits. (4 lecture, 1 lab) (Fall)

OCC 451. OCCUPATIONAL ISSUES OF THE ELDERLY AND FAMILY.

Prerequisite: OCC 300, OCC 421; Health science majors, priority given to HOS majors & minors.

Examines the historical, cultural, biological, economic, and social aspects of aging; transitions from focus on work and children to retirement issues; factors which can interfere with occupational performance and sense of well-being in the elderly; and family concerns in caring for ill and aging family members. Community resources available to support connectedness and aging-in-place for older persons are surveyed, as well as structure of geriatric residential care systems. Students also become more acquainted with the impact of Medicare policy on healthcare of the elderly. Some fieldtrips to community sites may be required. Three credits. (Spring)

OCC 452. ASSISTIVE TECHNOLOGY AND OCCUPATION.

Prerequisite: OCC 43; Admission to HOS major.

Course designed to facilitate students' exploration of the use of both "low tech" and "high tech" solutions that enhance the occupational performance of clients with

reduced function. Processes covered include evaluation processes, fabrication methods, interdisciplinary approaches to AT and augmentative communication; strategies to improve clients' access to AT, and payment resources. Several fieldtrips to AT centers or conferences are required. Three credits. (2 lecture, 1 field experience). (Fall)

OCC 463. PRINCIPLES OF LEADERSHIP & MANAGEMENT IN REHABILITATION SERVICES.

Prerequisite: OCC 300, OCC 361, OCC 363; Priority given to HOS majors & minors.

Course focusing on the basic administrative and management aspects of rehabilitative service delivery, including but not limited to strategies of/for: program planning; developing a budget; marketing strategies; supervision of personnel; team-building; grantsmanship; case management; and obtaining and maintaining of third-party reimbursement; implications of OSHA and ADA laws and standards; human resources legal & ethical issues; and requirements of healthcare institutional accreditation. Three credits. (Fall)

OCC 470. PRACTICUM ROTATIONS (LEVEL I FIELDWORK).

Prerequisite: Satisfactory completion of all HOS 300 and 400 level courses;

Admission to HOS major.

Three weeks (120 hours) of integrated clinical practicum experiences in two major practice venues as assigned by the program. Rotations are assigned based on programmatic educational goals and availability of sites. Three credits. (Summer)

OCC 481, 482, & 483. INDEPENDENT STUDY.

Prerequisite: Approval of plan of study and instructor permission; Priority given to OCC majors & minors.

In-depth and/or compensatory study of an approved topic in human occupation studies and application to rehabilitation. Individual learning contract must be developed by the student in collaboration with an appropriate faculty member, and completed under faculty direction. One to three credits.

PHILOSOPHY

PHI 101. LOGIC.

An introduction to the fundamental forms of logical reasoning. Introduction to modern logic. Three credits.

PHI 102. PHILOSOPHY OF HUMAN NATURE.

Critical study of various interpretations of human nature and their relationship to the meaning of human existence, the good person, the good society, and the nature of truth. Three credits.

PHI 116. ETHICS.

A study of major ethical theories in the Western philosophical tradition. Attention is given to the relationship of ethics to personal, religious, social, and political issues. Three credits.

PHI 209. TOPICS IN THE HISTORY OF ANCIENT AND MEDIEVAL PHILOSOPHY

A study of selected major philosophers from early Greece to the late Middle Ages. May be repeated on different topics with consent of the instructor. May be taken without prerequisites in philosophy with consent of the instructor. Three credits.

PHI 212. TOPICS IN MODERN PHILOSOPHY.

A study of selected major philosophers and their writings from the Renaissance through the mid-19th century. Consideration of the rise of modern science, the development of the rationalist and empiricist traditions and various responses to the problems raised by these traditions. May be repeated on different topics with the consent of the instructor. Three credits.

PHI 216. CONTEMPORARY MORAL PROBLEMS.

Prerequisite: PHI 116 or permission of instructor.

Critical examination of selected contemporary moral problems such as abortion, suicide, euthanasia, capital punishment, hunger and welfare, discrimination, affirmative action, war and violence, etc. The course will consider in-depth relevant philosophical literature from one or more contemporary problems that pose significant ethical dilemmas to individuals and society. Three credits.

PHI 217. PHILOSOPHY OF ART.

Prerequisite: One course from ART 341, 342, MUS 411, 412, PHI 102, 116, THR 260, 265 or permission of instructor.

An analysis of the principles involved in the description, interpretation, and evaluation of the arts. The relation of aesthetics to other aspects of philosophy. Three credits.

PHI 251. ENVIRONMENTAL ETHICS.

A study of significant ethical issues attendant to ecology, the environment, and conservation of natural resources. The scope includes philosophical and historical dimensions, as well as national and global perspectives. Attention is given to ethical dimensions of public policy, resource usage, economics, and questions of justice and fairness. Three credits.

PHI 307. TOPICS IN CONTEMPORARY PHILOSOPHY.

A study of selected philosophers and movements, including Anglo-American and Continental European, from approximately 1850-present. Course may be repeated with different topics and permission of the instructor. Three credits.

PHI 318. PHILOSOPHY OF RELIGION.

Selected problems of enduring and contemporary importance in the Western theistic tradition are studied. These may include the existence and nature of God, authority in religion, freedom and determinism, the problem of evil, immortality, religious epistemology, and religious language. Three credits.

PHI 381, 382, 383, 384. SPECIAL TOPICS IN PHILOSOPHY.

Prerequisite: PHI 101 or 102 or permission of the instructor.

One, two, three, or four credits.

PHI 403. DIRECTED READING AND RESEARCH.

Prerequisite: Permission of the instructor.

For philosophy majors desiring work on topics of special individual interest. Three credits.

PHI 404. SEMINAR IN EPISTEMOLOGY AND METAPHYSICS.

Prerequisite: PHI 102 or permission of the instructor.

A critical examination of selected topics and current debates in the theory of knowledge and the theory of the nature of reality. Three credits.

PHI 406. SEMINAR IN ETHICAL THEORY.

Prerequisite: PHI 116 or permission of the instructor.

A critical examination of selected ethical problems, theories and works of writers on ethical theory. Three credits.

PHI 410. ARTIFICIAL INTELLIGENCE.

Prerequisite: CSC 120 or MAT 200 or PHI 101 or permission of the instructor.

Introduces students to the basic concepts and techniques of artificial intelligence and intelligent systems. Topics include knowledge representation, natural language understanding, logical theorem proving search strategies and control, as well as introduction to artificial intelligence programming using LISP and/or Prolog. Four credits. Cross-listed with Computer Science 410.

PHI 490. SENIOR HONORS THESIS.

Intensive study of a particular problem culminating in an honors thesis. Oral examination. Three credits.

PHYSICS

PHY 100. ENGINEERING TECHNOLOGY.

Introduction to engineering for pre-engineering students. A description of the various fields of engineering is provided. In addition, students are introduced to various mathematical and laboratory techniques useful in engineering, including measurement theory, graphing skills, design, computer aided design. One credit.

PHY 110. CONCEPTS OF PHYSICS.

An introduction to the science of physics, including the study of the history of science and technology: mechanics, heat, electricity, magnetism, optics, atomic structure, and nuclear physics. Energy: types, sources, uses, prospects and the impact of technology on culture and future trends. Two lecture hours and a two laboratory hours per week. Three credits. (Fall, Spring)

PHY 115. ENERGY, TECHNOLOGY, AND MAN.

A one semester introduction to physics, primarily intended for the student (such as a pre-engineering major) who did not have a high school physics course. Topics include mechanics, heat, sound, electricity, magnetism, optics, atomic physics, and nuclear physics. Three lecture hours and two laboratory hours per week. Four credits. (On demand)

PHY 121. GENERAL PHYSICS.

An introduction to mechanics, heat, sound, electricity, magnetism, optics, atomic and nuclear science. Designed for students who are required to take a course in physics, but who do not intend to take calculus. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

PHY 122. GENERAL PHYSICS.

A continuation of PHY 121. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

PHY 211. PHYSICS I: MECHANICS.

Prerequisite or corequisite: MAT 165.

Introductory mechanics, vectors, forces, energy, momentum, many particle systems,

rigid body dynamics, and special relativity. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

PHY 212. PHYSICS II: HEAT, LIGHT AND SOUND.

Prerequisite: PHY 211.

Prerequisite or corequisite: MAT 265 or 270.

Heat: mechanical properties of materials, specific heat, definition of temperature scale, first and second law of thermodynamics, work, efficiency of heat engines. Light: Geometric optics, wave optics, diffraction and interference. Sound: speed of sound in different mediums, standing waves on strings and pipes. Three lecture hours and three laboratory hours per week. Four credits. (Spring)

PHY 213. PHYSICS III: ELECTRICITY & MAGNETISM.

Prerequisite: PHY 212.

Prerequisite or corequisite: MAT 166.

Electricity: electrostatics, currents, circuits; magnetism: magnetic effects of current, motors, electric and magnet properties of matter, electromagnetic waves. Three lecture hours and three laboratory hours per week. Four credits. (Fall)

PHY 214. MODERN PHYSICS.

Prerequisite: PHY 213.

An overview and examination of the radically new modern physics of relativity and quantum mechanics as applied to the physics of nuclei, atoms, and the collections of atoms, from molecules to solids and beyond. Three lecture hours and three laboratory hours per week. Four credits. (Odd Fall)

PHY 301. CLASSICAL MECHANICS.

Prerequisites: PHY 211, MAT 270.

Statics, motions of particles and rigid bodies, vibratory motion, gravitation, Lagrangian and Hamiltonian formulations, perturbation techniques. Three lecture hours and three laboratory hours per week. Four credits. (Odd Spring)

PHY 302. ELECTRICITY AND MAGNETISM.

Prerequisites: PHY 213, MAT 270.

Electric potential and electrostatic fields, solutions of Laplace's and Poisson's equations, properties of dielectrics and capacitors, electrostatic energy, current, magnetic fields and energy, magnetic properties of materials, electromagnetic induction, Maxwell's field equations with applications. Three lecture hours and three laboratory hours per week. Four credits. (Odd Fall)

PHY 303. THERMODYNAMICS AND KINETIC THEORY.

Prerequisites: PHY 213, MAT 270.

Thermal properties, temperature scales and heat; properties of gases, entropy, first and second law; applications. Kinetic theory, Maxwell distribution, statistical mechanics. Three credits. (Even Spring)

PHY 304. QUANTUM MECHANICS.

Development of quantum theory. Applications of Schroedinger theory to simple systems; hydrogen atom, hydrogen, molecular ion. Formal Quantum theory, perturbations, applications. Three credits. (Even Spring)

PHY 315. SCIENTIFIC INSTRUMENTATION.

Prerequisite: PHY 121-122 or PHY 213.

An introduction to the uses of amplifiers, filters, transducers, and properties of digital data acquisition will be explored. The use of electronic sensors and transducers will be examined in the last section of the course with emphasis on the students major interest. Three lecture hours and three laboratory hours per week. Four credits. (On demand)

PHY 320. OPTICS.

Prerequisite: PHY 212 or permission of the instructor.

Properties of light; reflection, refraction, diffraction. Thin lenses, mirrors, and thick lenses, with applications to optical instruments. Interference and diffraction of light with their applications. Modern optics: lasers, fiber optics, lightwave communication. Two lecture hours and five laboratory hours per week. Four credits. (Odd Spring)

PHY 322. MATHEMATICAL METHODS OF PHYSICS.

Prerequisites: MAT 270, PHY 211, 212, 213.

Review of ordinary differential equations, an introduction to partial differential equations, the vector calculus, vector spaces and matrices, complex variables, and the theory of special functions. Three credits. (Odd Spring)

PHY 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisite: Permission of the instructor.

Selected topics chosen from relativity, solid state physics, atomic and nuclear physics, etc. One, two, three, or four credits.

PHY 401. THEORETICAL MECHANICS II.

Prerequisite: PHY 301.

Continuation of PHY 301, advanced use of Lagrangian Functions, Hamiltonian function; Keplers Laws; rigid body dynamics and other advanced concepts. Three credits. (Even Fall)

PHY 402. ELECTRICITY AND MAGNETISM II.

Pre- or corequisites: PHY 302, MAT 322 or PHY 322.

A continuation of PHY 302, this course will introduce special relativity to Maxwell's equations and solutions of wave equations with applications to wave guides and antenna theory as well as the frequency dependence of material media. Three credits. (On demand)

PHY 471, 472, & 473. RESEARCH PHYSICS.

Selected research project for seniors. One to three credits.

PHY 490. HONORS SEMINAR.

Honors seminar on individual research topic. Three credits.

POLITICAL SCIENCE

POL 120. AMERICAN GOVERNMENT.

A study of the American political system, institutions, processes and problems of national Government, the development of the federal system, the nature of the political process, and political behavior in the U. S. Three credits. (Fall, Spring, Summer)

POL 130. WORLD POLITICS.

The course will examine the nature and development of the state system, acquaint

students with the major concepts in international politics including nationalism, sovereignty, power, national interest, law, economic interdependence, diplomacy, and war. It will also introduce students to the important current problems in world politics. Three credits. (Spring)

POL 200. STATISTICS FOR POLITICAL ANALYSIS.

Three credits.

POL 210. INTRODUCTION TO POLITICAL ANALYSIS.

A review of major works in political thought (including Plato, Aristotle, Machiavelli, Hobbes, Locke, Marx, Mill, etc.) and a survey of the major empirical approaches used in the discipline. Three credits. (Fall)

POL 222. STATE AND LOCAL GOVERNMENT.

Prerequisite: POL 120 or permission of the instructor.

Analysis of the structures, functions, and purposes of state and local governments; processes and problems of regional and local politics; comparison of different types of state and local systems and their handling of various political issues. Three credits. (Spring)

POL 240. COMPARATIVE POLITICS.

The nature of the political systems and a comparison of similarities and dissimilarities of political cultures, political socialization, participation and recruitment, and the structures and functions involved in the making, implementing and interpreting of rules for the system. Compares several specific political systems. Three credits. (Every other Fall)

POL 250. PUBLIC ADMINISTRATION.

Prerequisite: POL 120.

The administrative process in public bureaucracies including its structural and institutional characteristics, behavioral patterns, and policy outputs. Three credits. (Fall, Spring)

POL 310. RESEARCH AND WRITING IN POLITICAL SCIENCE.

Prerequisite: Junior standing.

An integrated review of the discipline, including a major research effort. The course will include a survey of the professional journals, reference works, professional associations and their service, post-graduate and employment opportunities. Three credits. (Spring)

POL 323. CONSTITUTIONAL LAW I: DEVELOPMENT OF THE LEGAL SYSTEM.

Prerequisite: POL 120 or permission of the instructor.

A study of the federal court system and judicial process. The emphasis is on Supreme Court decision making in the areas of judicial review, separation of powers, the balancing of national and state powers, and the commerce clause. Three credits. (Odd Fall)

POL 324. CONSTITUTIONAL LAW II: CIVIL RIGHTS AND CIVIL LIBERTIES.

Prerequisite: POL 120 or permission of the instructor.

A study of Supreme Court decision making as pertains to the Bill of Rights and the Fourteenth Amendment. Areas covered include due process, the administration of justice, freedom of expression and religion, and equal protection of racial, sexual, political, and economic groups. Three credits. (Odd Spring)

POL 332. INTERNATIONAL LAW AND ORGANIZATION.

Prerequisite: POL 130 or permission of the instructor.

Examination of the nature, sources and effectiveness of international law. Review of significant cases in such areas as law of the seas, laws of war, recognition and legal subjects, etc. Also, the course will cover international organizations (purposes, structure and effectiveness) in attempting to bring order to the anarchy of international politics. Three credits.

POL 351. PUBLIC POLICY I: DECISION-MAKING AND ANALYSIS.

Prerequisite: POL 120 or permission of the instructor.

The decision-making structures and processes as they relate to the making and implementation of domestic policy. Includes a survey of decision-making theories and some approaches to policy analysis. Three credits. (Even Spring)

POL 352. PUBLIC POLICY II: FOREIGN POLICY.

Prerequisite: POL 120 or 130 or permission of the instructor.

The decision-making structures and processes as they relate to the making and implementation of foreign policy. This will be primarily a case and issue oriented course. Three credits.

POL 410. SELECTED TOPICS IN POLITICAL ANALYSIS.

Prerequisite: POL 210 or permission of the instructor.

Detailed examination of selected topics in political analysis including normative and empirical areas of the discipline. Topics will include political violence, utopian societies and futurism, values in applied politics, behavioral models in politics, etc. This course may be taken more than once on different topics. Three credits.

POL 412. RATIONAL CHOICE THEORY.

Prerequisite: POL 210 or permission of the instructor.

This course focuses on the application of deductive reasoning to explain rational behavior in politics. It draws on "public choice" literature including game theory, Condorcet's paradox, and Arrow's theorem. Three credits.

POL 419. ETHICAL ISSUES AND PUBLIC AFFAIRS/LUTHERAN COLLEGE WASHINGTON SEMESTER.

Three courses, POL 419, 429 and 459 comprise the Lutheran College Washington Semester offered in Washington D.C. This seminar examines ethical questions that arise within, and as a consequence of, the operation of the American political process. It focuses on the institutional characteristics of government and how its operation affects such values as community, individual responsibility, equity, and economic growth. A field work component which involves the visitation of selected governmental and quasi-governmental affairs is included in the course. Four credits. (Even Fall)

POL 420. SELECTED TOPICS IN AMERICAN POLITICS.

Prerequisite: POL 120 or permission of the instructor.

In-depth treatment of such institutions and processes as: (a) the presidency, (b) the congress and the legislative process, (c) political parties and pressure groups, (d) intergovernmental relations, etc. This course may be taken more than once on different topics. Three credits. (Fall)

POL 421. NORTH CAROLINA STATE STUDENT LEGISLATURE.

This is an experiential learning course in which the student participates in a mock North Carolina General Assembly. The student researches public policy issues and submits legislation at statewide meetings attended by student delegations from across the state. The purpose of the course is to familiarize the student with the formation and adoption of state laws. The student is required to attend weekly on-campus meetings and 3 or 4 statewide meetings per semester. May be repeated for up to four credits. One credit.

POL 423. POLITICAL PARTIES AND THE ELECTORAL PROCESS.

Prerequisite: POL 120 or permission of the instructor.

A study of the development of the two party system in the United States. The course focuses on party structures and procedures as they impact the expression of political references. Emphasis is given to the process of voting, campaign finance laws, and the Electoral College. Three credits.

POL 427. CONGRESS AND THE POLICYMAKING PROCESS.

Prerequisite: POL 120 or permission of the instructor.

A study of the legislative process in the United States, focusing on Congressional procedures and the unique role of Congress in American politics. Emphasis is placed on the use of case studies to reveal the relevance of Congress to the policy making process. Three credits.

POL 429. SPECIAL TOPICS/LUTHERAN COLLEGE WASHINGTON SEMESTER.

This course is a component of the Lutheran College Washington Semester offered in Washington D.C. This seminar examines the development of public policy with special emphasis on the formulation and implementation of policy. The seminar focuses in detail on a particular policy topic or problem. For example, special topics may include civil rights, housing, education, health care, and defense policy. A field work component, which involves the visitation of selected governmental or quasi-governmental affairs, is included in the course. Students may receive credit for a special topics course in another discipline upon approval of the Registrar and the School Chair of that discipline. Four credits. (Even Fall)

POL 430. SELECTED TOPICS IN INTERNATIONAL POLITICS.

Prerequisite: POL 130 or permission of the instructor.

Detailed examination of topics such as arms control and conflict management, big power politics and world order, theory and analysis of international politics, etc. This course may be taken more than once on different topics. Three credits. (Fall, Spring)

POL 431. UN: STRUCTURE AND FUNCTION.

Study of the structure and function of the UN, including current problems and crises. We will cover the drafting of resolutions, bloc diplomacy, and rules of procedure. Open to all students. Selection as a delegate to the New York simulation will be competitive. May be repeated once. Two credits. (Spring)

POL 433. POLITICS OF VIOLENCE, TERRORISM, AND WAR.

Prerequisite: POL 130 or permission of the instructor.

This seminar covers extensively the nature and causes of political violence, the nature and uses of terrorism, and how both relate to war. Three credits.

POL 436. MODERN GLOBAL POLITICS.

Prerequisite: POL 130 or permission of the instructor.

An advanced seminar in World Politics, including changes in the nature and role of IGO's, NGO's, and nation-states. The role of economics in globalization and the growing transparency of political boundaries will be covered. Three credits.

POL 440. SELECTED TOPICS IN COMPARATIVE POLITICS.

Prerequisite: POL 240 or permission of the instructor.

In-depth treatment of regional politics, political ideologies, political development, etc. This course may be taken more than once on different topics. Three credits.

POL 442. COMPARATIVE POLITICS OF EAST ASIA.

Prerequisite: POL 240 or permission of the instructor.

This course reviews the concepts and models in comparative political analysis and covers, in depth, the political systems of Japan and the Peoples' Republic of China. Three credits.

POL 444. POLITICS OF THE EUROPEAN UNION.

Prerequisite: POL 240 or permission of the instructor.

The historical development and growth, the policy processes and current policies, and the institutions and actors in the European Union are covered in this course. Also, covered is the role of the EU as a major player in world politics. Three credits.

POL 450. SELECTED TOPICS IN PUBLIC ADMINISTRATION AND POLICY ANALYSIS.

Prerequisite: POL 250 or 351 or 352 or permission of the instructor

Detailed examination of topics such as models in policy analysis, national security policy, administering social programs, politics of health care, etc. This course may be taken more than once on different topics. Three credits. (Fall)

POL 451. INTERNSHIP IN ECONOMICS, POLITICAL SCIENCE AND PUBLIC ADMINISTRATION.

Prerequisite: Department invitation

Minimum of ten on-site work hours per week for one semester with an agency or office of local, state or national government, a profit or non-profit institution or political interest group. Three credits. (Fall, Spring, Summer)

POL 455. EUTHANASIA: WITH LIBERTY AND JUSTICE.

This is not simply a course on the subject of euthanasia, but rather a course that deals with public policy using euthanasia as the subject matter. Problems associated with freedom and order, collective choice vs. individual choice, and ethical, economic, and political dimensions of euthanasia will be covered. Two field trips are a part of the course. Three credits.

POL 459. LUTHERAN COLLEGE WASHINGTON SEMESTER INTERNSHIP.

This course is a component of the Lutheran College Washington Semester offered in Washington D.C. In conjunction with the Lutheran College Washington Semester, the student is required to work a total of 300 hours in a governmental or quasi-governmental organization. The student may work in a federal agency, congressional office, political interest group, government think tank, etc. The student's grade will be based on an evaluation report submitted by the on-site supervisor and a paper written in conjunction with a faculty member at Lenoir-Rhyne College. Students may

receive credit for an internship course in another discipline upon approval of the Registrar and the School Chair of that discipline. Eight credits. (On demand)

POL 491. DIRECTED READINGS IN POLITICAL SCIENCE.

Prerequisite: Must be an honors candidate with senior standing.

Designed to augment the student's formal course work and provide an opportunity to conduct in-depth investigations into areas of special interest. Specific readings will be determined in consultation with the faculty advisor. Three credits.

POL 492. SENIOR HONORS THESIS.

Prerequisites: POL 491 and invitation of the department.

Semester-long research project on the subject of the student's choice, with approval of the faculty advisor. Results of this research must be submitted in duplicate at least two weeks before graduation for honors nominations by the departmental faculty. Three credits.

PSYCHOLOGY

PSY 100. GENERAL PSYCHOLOGY.

An introduction to the basic areas of psychology with emphasis on understanding human experience and the application of empirical methods to human behavior. Three credits. (Fall, Spring, Summer)

PSY 101. INTRODUCTORY PSYCHOLOGY LABORATORY.

Prerequisite or co-requisite: PSY 100.

The student will receive an empirical introduction to concepts in Psychology 100 through classroom demonstration, observational study and computer simulation.

NOTE: Psychology majors must take this course in the first 2 semesters after declaring the major and it is a prerequisite to 300 level course work for majors. One credit. (Fall, Spring, Summer)

PSY 201. SOCIAL PSYCHOLOGY.

Prerequisite: PSY 100 or SOC 100.

A study of the theories and methods of the field of social psychology. Topics include: interpersonal communication, social thinking, helping, obedience, conformity, aggression, the self, stereotyping and prejudice. Special emphasis will be given to the applications of social psychology to the area of human relationships. Four credits. Cross-listed with Sociology 201. (Fall, Spring, Summer)

PSY 220. RESEARCH METHODS I.

Prerequisite: MAT 115, PSY 101.

This course examines scientific methodology and its application to the social and behavioral sciences. Among the topics discussed are the philosophy of science, problem formation, measurement, ethics of research, and data collection as well as specific problems and issues relating to the principal research designs (i.e., experiment, survey research, observational and non-obtrusive research, and secondary analysis of data, including an introduction to statistical techniques). All students will learn to write a basic research document using APA format. Four credits. Cross-listed with Sociology 220. (Fall, Spring)

PSY/SOC 250. MULTICULTURAL PERSPECTIVES.

Prerequisite: PSY 100 or SOC 100.

A course designed to introduce the learner to cultural diversity and related topics in contemporary America. Racial, ethnic and cultural groupings are identified. The course will encourage an awareness of, and a sensitivity to, the complexity of multicultural variations and interactions. Special attention will be given to the factors that hold diverse groups together. Experiential component of the course will be required of all students. Three credits. Cross-listed with Sociology 250. (Fall, Spring)

PSY 320. DEVELOPMENTAL PSYCHOLOGY.

Prerequisite: PSY 100.

The study of human psychological development through the life span with emphasis on biological factors, research methods, behavioral phenomena, and major theories of development. Includes a required field experience component. Four credits. (Fall, Spring)

PSY 328. HEALTH PSYCHOLOGY: MIND AND BODY.

Prerequisite: PSY 100, BIO 110 or permission of the instructor.

Application of psychological principles and techniques to the fields of health and medicine. The critical role of emotional, behavioral, cognitive, and social factors in health will be emphasized. Includes coverage of topics in physiological psychology including the structure and function of bodily systems (nervous, immune, endocrine) and the relationship between mind and body. Four credits. (Fall, Spring)

PSY 330. PSYCHOLOGY OF PERSONALITY.

Prerequisites: PSY 100 and two other psychology courses.

Introduction to personality theory, assessment, research, and development. Special opportunity will be given for the student to do some assessment of his or her own personality as a basis for understanding the theoretical material. Four credits. (Fall, Spring, Summer)

PSY 332. ABNORMAL PSYCHOLOGY.

Prerequisites: PSY 100 and two other psychology courses.

A study of the types, causes, assessment, treatment, and research of psychopathology. Emphasis on alternative perspectives of mental disorder and its treatment. Covers skills in interviewing, selection of measuring instruments, evaluation of data, and formulation of recommendations. Four credits. (Fall, Spring, Summer)

PSY 340. EXPERIMENTAL PSYCHOLOGY.

Prerequisites: MAT 115, PSY 220.

An exploration of the many ways of doing research in experimental psychology with special focus upon research design and experimental methodology. Topics include: Thinking and problem solving, human factors, social influence, and environmental psychology. Students will develop, run, and write up a research project. Theoretical and ethical concerns will be a constant part of the course. Four credits. (Fall, Spring)

PSY 381, 382, 383, 384. SPECIAL TOPICS.

Prerequisite: PSY 100.

The study of a special topic or issue in psychology not covered in depth in other courses. A research paper is required. May be repeated each time the topic changes. One, two, three, or four credits.

PSY 415. PSYCHOLOGY OF LEARNING.

Prerequisites: PSY 100 and three other psychology courses.

A detailed examination of the theories and processes of learning, with emphasis on history, research, and theorists. A research laboratory notebook and group presentations will be required. Four credits. (E-Spring)

PSY 434. COUNSELING THEORIES.

Prerequisite: PSY 332 or 330.

An in-depth exploration of basic theories and techniques of psychological counseling. Special attention is given to varieties of counseling, basic issues in the field, and ethical concerns. Four credits. (Fall, Spring)

PSY 437. PHYSIOLOGICAL PSYCHOLOGY.

Prerequisites: PSY 100 and three other psychology courses.

An introduction to the relationship between the brain and behavior, primarily in humans. The course covers basic neural anatomy as well as basic and higher—level brain functioning. It includes field trips to local hospitals to visit sites for brain study and for diagnosis of psychophysiological disorders. Four credits.

PSY 444. COGNITIVE PSYCHOLOGY.

Prerequisites: PSY 100, 220 and two other psychology courses.

The focus of this course is on the research and theories in various areas of cognitive psychology, including memory, language, and intelligence. This course develops and emphasizes a strong familiarity with research methods in and writing for psychology. Students are involved in the research currently going on in the field through an individual laboratory study and report. Four credits. (Fall)

PSY 457. INTERNSHIP IN PSYCHOLOGY.

Permission of the instructor.

Field work in some area of specialization in a school, business, social, mental health, or criminal justice setting. One class period per week dealing with professional and ethical concerns will also be required. Internships require daytime availability. Four credits.

PSY 458. INTERNSHIP IN PSYCHOLOGY.

Prerequisites: PSY 330 or 332 and permission of the instructor.

Field work in some area of specialization in a school, business, social, mental health, or criminal justice setting. One class period dealing with professional and ethical concerns will also be required. Internships require daytime availability. Four credits.

PSY 465. HISTORY AND ISSUES IN PSYCHOLOGY.

Prerequisite: Senior standing.

A capstone course required of all psychology majors designed to put the student's knowledge of psychology into historical perspective as philosophic, religious, and methodological issues are engaged. A research paper is required. A special component of the course will be exploring graduate school and career options in psychology. (The Senior Exit Exam for Psychology will be administered in this course.) Four credits.

PSY 481, 482, 483 & 484. INDEPENDENT STUDY.

Prerequisites: PSY 100, three other psychology courses, and permission of the instructor.

A study project related to the student's particular interest in a given area culminating in a research paper. One to Four credits.

PSY 490. SENIOR HONORS RESEARCH.

Prerequisites: PSY 220 and departmental approval.

Independent study in which the student proposes, designs, and carries out a research project that deals with a problem area in psychology. This course includes conferences with instructor, familiarity with journal literature, and a complete write-up and presentation of the research in publication form at a conference. Four credits.

PSY 491. SENIOR HONORS RESEARCH.

Prerequisite: PSY 490.

A continuation of PSY 490 in which the student continues work on a research project in the area of psychology. Four credits.

RELIGION

REL 100. THE CHRISTIAN FAITH.

An introduction to the meaning of Christian faith, its Biblical ground, including consideration of issues in Biblical interpretation, and basic theological dimensions. Three credits.

REL 101. THE BIBLICAL HERITAGE OF THE WESTERN WORLD I.

The literature of ancient Israel considered from the literary, historical, and theological perspectives. Three credits.

REL 102. THE BIBLICAL HERITAGE OF THE WESTERN WORLD II.

The literature of the early Church considered from the literary, historical, and theological perspectives. Three credits.

REL 223, 224, 233, 234, 243, & 244. READING THE NEW TESTAMENT IN LATIN.

Prerequisites: LAT 101, 102.

Readings from the Latin New Testament Epistles and Gospels as assigned each week in the Revised Common Lectionary. Intended to develop Latin vocabulary, knowledge of grammar, awareness of ecclesiastical terms and of differences between classical and "vulgate" Latin. One credit.

REL 235. ADVANCED BIBLICAL STUDIES.

Prerequisite: REL 101 or 102 or permission of the instructor.

An examination of current methodological assumptions in Biblical exegesis with student application of methods to text. Three credits.

REL 242. PSYCHOLOGY OF RELIGION.

Prerequisite: REL 100 or permission of instructor.

Investigates the personal and individual search for transcendent meaning and holistic psychic integration, conversion, mystical status, healing, glossolalia, and other forms of religious expression. Three credits.

REL 261. SPIRITUALITY AND THE RELIGIOUS DEVELOPMENT OF CHILDREN.

A study of moral and religious development in society as well as practice in the methods used by school, home, and church in moral development and clarifying religious convictions. Emphasis is placed on family and children. Three credits.

REL 262. SPIRITUALITY AND THE RELIGIOUS DEVELOPMENT OF ADOLESCENTS AND ADULTS.

A study of religious development in adolescence and adulthood. Emphasis is placed

on counseling persons of these age groups to clarify religious convictions. Methods and materials in religious development are also utilized. Three credits.

REL 264. THE LIFE AND TEACHINGS OF JESUS.

Exploration of historical background, the question of the historical Jesus, the Sermon on the Mount and Parables of Jesus. Three credits.

REL 266. ARCHAEOLOGY.

Contributions of ancient civilizations as disclosed by their artifacts; archaeological finds and data related to the Biblical world of the Old and New Testaments. Three credits. Cross-listed with History 266.

REL 272. AMERICAN RELIGION.

A study emphasizing the impact of American life and culture on religion; uniquely American features in Christianity and Judaism; religious movements of American origin-Christian Science, Mormonism, Jehovah's Witnesses, minor sects. Three credits.

REL 307. SOCIOLOGY OF RELIGION.

Prerequisite: SOC 100 or permission of instructor.

Theories of the origin of religion; ways in which society, culture, personality, and religion interact; organized religion in America. Three credits.

REL 310. EARLY CHRISTIAN THOUGHT.

A study of major movements and ideas from the close of the apostolic age to the beginning of the Middle Ages. Three credits.

REL 320. MEDIEVAL CHRISTIAN THOUGHT.

Major developments in worship, thought, and life of Western Christendom during the Medieval Period from Gregory the Great to the Council of Constance. Special attention will be given to the great saints and theologians whose love of learning and desire for God inspired monastic orders, heroic missionary efforts, the building of cathedrals, the creation of universities, the rise of science, and ecclesiastical reform. Three credits.

REL 330. THE EUROPEAN REFORMATIONS: MOVEMENTS & IDEAS.

A study of Protestant and Roman Catholic Reformations in Church and doctrine in the 16th Century with special emphasis on those aspects which are of particular relevance for today. Three credits.

REL 340. MODERN CHRISTIAN THOUGHT.

A study of major figures and ideas in Christian thought from the Enlightenment to the present. Three credits.

REL 351. FIELDWORK.

Prerequisite: Permission of the instructor.

A course designed for non-majors which places students in experiential learning opportunities in a variety of community settings. Regular readings and meetings with the college instructor are required. Three credits.

REL 352. FIELDWORK.

Prerequisite: Permission of the instructor.

A continuation of REL 351 designed for non-majors. Places students in experiential learning opportunities in a variety of community settings. Regular readings and meetings with the college instructor are required. Three credits.

REL 361. FIELD WORK.

Prerequisites: REL 261 or 262, and permission of the instructor.

Students are placed in experiential learning opportunities in a variety of community settings in which they may gain practical experience in their chosen area. Students will be under the direction of an appropriate on-site supervisor and will meet regularly with the college instructor. Six credits.

REL 362. FIELD WORK.

Prerequisites: REL 261 or 262, and permission of the instructor.

Continuation of Religion 361. Six credits.

REL 373. NON-WESTERN RELIGIONS AND PHILOSOPHY.

An introduction to the religious and philosophical movements of Asia and Africa. Three credits.

REL 375. RELIGION IN ENCOUNTER WITH SCIENCE.

Contemporary perspectives on the dialogue between science and religion; an exploration of the possibilities for a relationship which compromises neither Christian faith nor intellectual coherence. Three credits.

REL 381, 382, 383, 384. SPECIAL TOPICS IN RELIGION.

Selected topics in religion. One, two, three, or four credits.

REL 391, 392, 393. INDEPENDENT STUDY.

Directed study or research on topics or projects of special interest. For students with a GPA of 2.5 or above with permission of the instructor. One to three credits. Courses may be repeated with different content up to a total of six credits.

REL 400. THE CHRISTIAN PERSPECTIVE.

Prerequisites: REL 100; Junior or Senior Status.

A theological exposition of the basic elements of the Christian faith and an interpretation of their significance for selected areas of contemporary concern. Required of all students during the junior or senior year. Three credits.

REL 450. THE THEOLOGY AND HISTORY OF LUTHERANISM.

Prerequisite: REL 303 or permission of the instructor.

A survey of the history and theology of Lutheranism with particular attention to the Lutheran confessions and the heritage and history of the Lutheran church in its global context. Three credits.

REL 490. SENIOR HONORS THESIS.

Intensive investigation of an area of religious study culminating in an honors thesis. Oral examination. Three credits.

SCIENCE

SCI 110. PHYSICAL SCIENCE FOR ELEMENTARY TEACHERS.

Upon successful completion the student will be able to demonstrate an understanding of matter and motion and their interactions; the fundamentals of thermodynamics; the interactions between electricity and magnetism; the nature of waves, descriptions of simple atoms, and quantum mechanics; the development of chemistry from early atomic theory through the periodic table to modern theories of

chemical bonding; the nature of the atmosphere and weather systems; geological processes; the nature of the universe beyond the solar system. Three lecture hours and three lab hours per week. Four credits. (Fall)

SCI 300. ENVIRONMENTAL SCIENCE.

Prerequisite: Prior laboratory science course.

A natural science offering stressing the close relationship between humans and their environment. Specific emphasis is placed on ecological principles and pressing environmental problems including: population growth, energy consumption, pollution of air and water, and land use. Three credits. Students may not receive credit for SCI 300 and ENV 100. (Fall, Spring)

SOCIAL SCIENCE

SSC 200. SOCIAL SCIENCE METHODS.

The purpose of this course is to present a comprehensive exposition of the scientific approach to the social sciences. To this end, the course will include the philosophy of science, construction of theories and hypotheses, research design, collection of data and the formulation of generalizations, and an introduction to statistical techniques and applications. This course will, therefore, serve as the basic introduction to the methodology common to all areas of the social sciences. Three credits. (Fall, Summer)

SOCIOLOGY

SOC 100. INTRODUCTORY SOCIOLOGY.

Systematic study of patterned social behavior, basic sociological concepts, processes of social interaction, and social relationships of groups, classes, communities, and social institutions. Three credits. (Fall, Spring, Summer)

SOC 200. SOCIAL PROBLEMS.

Prerequisite: SOC 100.

Analysis of the processes of social and personal disorganization and reorganization in relation to poverty, crime, drug addiction, and other social problems. **Experiential component required.** Four credits. (Spring, Summer)

SOC 201. SOCIAL PSYCHOLOGY.

Prerequisite: PSY 100 or SOC 100.

A study of the theories and methods of the field of social psychology. Topics include: interpersonal communication, social thinking, helping, obedience, conformity, aggression, the self, stereotyping and prejudice. Special emphasis will be given to the applications of social psychology to the area of human relationships. Four credits. Cross-listed with Psychology 201. (Fall, Spring)

SOC 207. MARRIAGE AND FAMILY.

Prerequisite: SOC 100.

The family as a social institution; personality development within the family; marriage adjustment; changing family patterns. **Experiential component required.** Four credits. (Fall)

SOC 208. CULTURAL AND PHYSICAL ANTHROPOLOGY.

Prerequisite: SOC 100.

The study of human and physical culture and its diversity throughout the world. Special emphasis on diverse customs as reflected in economics, marriage, and family styles, educational patterns, religious practices, political systems, and aesthetic features. Four credits. (Spring)

SOC 212. AGING AND SOCIETY.

Prerequisite: SOC 100 or PSY 100.

This course introduces the student to social gerontology, with particular emphasis on the sociology of aging, social policy issues, and the social problems of the elderly. **Experiential component required.** Four credits. (On demand)

SOC 220. RESEARCH METHODS I.

Prerequisite: MAT 115, SOC 100.

This course examines scientific methodology and its application to the social and behavioral sciences. Among the topics discussed are the philosophy of science, problem formation, measurement, ethics of research, and data collection as well as specific problems and issues relating to the principal research designs (i.e., experiment, survey research, observational and non-obtrusive research, and secondary analysis of data, including an introduction to statistical techniques). All students will learn to write a basic research document using APA format. Four credits. Cross-listed with Psychology 220. (Fall, Spring)

SOC 250. MULTICULTURAL PERSPECTIVES.

Prerequisite: PSY 100 or SOC 100.

A course designed to introduce the learner to cultural diversity and related topics in contemporary America. Racial, ethnic and cultural groupings are identified. The course will encourage an awareness of, and a sensitivity to, the complexity of multicultural variations and interactions. Special attention will be given to the factors that hold diverse groups together. Three credits. Cross-listed with Psychology 250. (Fall, Spring)

SOC 302. CRIMINOLOGY.

Prerequisite: SOC 100.

Nature and types of delinquent and criminal behavior; social, cultural, and psychological factors involved in causation; efforts at control and prevention. The various stages of the criminal justice system will also be introduced. **Experiential component required.** Four credits. (Odd Fall)

SOC 303. CITIES AND URBAN LIFE.

Prerequisite: SOC 100.

This course examines the urban scene from two perspectives: the city's origin, growth, and changing spatial, social, political, and economic structure on the one hand; the city as a community within which human behavior occurs on the other hand. The course is a study of urban life growth, conflicts, interactions, and the development of various segments of urban population and subculture. **Experiential component required.** Four credits. (Odd Spring)

SOC 304. INTRODUCTION TO SOCIAL WORK IN HUMAN SERVICE AGENCIES.

Prerequisite: SOC 100.

An overview of social work as a cause, a function and a profession. Topics of study include the philosophy, values, and history of social work, the relationship to social welfare, the process and methods of practice, and evaluation and professionalism. **Experiential component required.** Four credits. Cross-listed with HCS 304. (Fall)

SOC 306. RACE AND ETHNIC RELATIONS.*Prerequisite: SOC 100.*

Prejudice and discrimination; place of racial and cultural minorities in America's social structure; problems arising in political and legal processes, education, religion, family patterns, and the economy. **Experiential component required.** Four credits. (Fall, Spring)

SOC 312. AMERICAN DEMOGRAPHICS.*Prerequisite: SOC 100.*

This course will introduce the student to population changes in the United States. Students will learn about changes in the size and make-up of families, increases and decreases in the proportion in the population, and movements from one region to another. The course will pay special attention to the effects of these demographic changes on the demands for consumer goods, housing, jobs, and government services. **Community Research Component Required.** Four credits. (Even Spring)

SOC 317. OPPORTUNITY AND INEQUALITY IN AMERICA.*Prerequisite: SOC 100.*

This course will study the changes in the opportunity and inequality (of education, jobs, and financial resources) in America on a comparative basis, looking at national differences. It will examine the process by which inequality is produced and perpetuated. Are the children of poverty doomed to be poor when they grow up? To what extent are women and minority groups disadvantaged in the distribution of life chances? How might opportunities be more fairly distributed? **Experiential component required.** Four credits. (Odd Spring)

SOC 318. COMMUNITY STUDIES.*Prerequisites: SOC 100, 220.*

The purpose of this course is to involve students in a class research project in the local community. Each semester a topic for research will be picked from suggestions by local community leaders and organizations. Students, working with representatives from the community, will identify the topic, create the research design, collect information, and analyze and interpret that information in light of alternative policy implications. **Community Research Component Required.** Four credits. (Spring)

SOC 340. GENDER, WORK, AND FAMILY.*Prerequisite: SOC 207.*

This course focuses on the interrelationships between work and family. Special attention is given to gender as a significant factor affecting the nature of these relationships. Both paid and unpaid work are included for study. Special issues to be addressed include the impact of employment on the quality of marriage, household division of labor, children's well-being, social class and economic resources and their impact on families, family change, and social policy. Four credits. (Even Spring)

SOC 381, 382, 383, 384. SPECIAL TOPICS.*Prerequisite: SOC 100.*

A study of topics in sociology not covered in other courses. May be repeated each time the topic changes. One, two, three, or four credits. (Fall, Spring)

SOC 390. SOCIAL THEORY.*Prerequisites: SOC 100.*

History and development of sociological theory with emphasis on American and

European Theorists. Contemporary analyses of models of functionalism, symbolic interactionism, conflict theory, and exchange theory, as well as feminist theory and neo-functionalism. Four credits. (Fall)

SOC 450. SENIOR SEMINAR.

Prerequisites: SOC 100, 220, MAT 115, and Senior Standing.

Students will complete a senior research thesis, including a review of the literature on a sociological problem and field research. The course is also designed to develop professional identity and review career and professional opportunities for sociology majors. Four credit hours. (Fall)

SOC 457. INTERNSHIP IN SOCIOLOGY.

Prerequisite: SOC 100.

Students are assigned to work with a field supervisor within a social work or agency situation. One class period per week dealing with professional and ethical concerns with also be required. Internships require daytime availability. Four credits. (Fall, Spring)

SOC 458. INTERNSHIP IN SOCIOLOGY.

Prerequisite: SOC 100.

Students are assigned to work with a field supervisor within a social work or agency situation. One class period per week dealing with professional and ethical concerns will also be required. Internships require daytime availability. Four credits. (Fall, Spring)

SOC 481, 482, 483 & 484. INDEPENDENT STUDY.

Prerequisites: SOC 100.

Designed for the student who wishes to do concentrated study in some area or problem not covered in depth in departmental offerings. One to Four credits.

SOC 490. SENIOR HONORS RESEARCH.

Prerequisite: SOC 451.

Independent research. Designed for students to discuss work on a honor thesis, as well as special topics in sociological research. Four credits.

SOC 491. SENIOR HONORS RESEARCH.

Prerequisite: SOC 490.

A continuation of SOC 490. Four credits.

SPANISH

SPA 110. INTRODUCTORY SPANISH I.

An intensive course designed to develop cultural awareness and understanding, in addition to basic proficiency in all four areas: listening, speaking, writing, and reading. A variety of activities and materials are used to promote communicative competence and confidence, and to make the students' experience with language and culture enjoyable. Three credits. (Fall, Spring, Summer)

SPA 111. INTRODUCTORY SPANISH II.

Prerequisite: SPA 110 or permission of the instructor.

A continuation of SPA 110 using the same approach and format as SPA 110. Three credits. (Fall, Spring, Summer)

SPA 210. INTENSIVE INTERMEDIATE SPANISH.

Prerequisite: SPA 111 or permission of the instructor.

Continuation of Spanish 110-111 with strong emphasis on vocabulary building and the spoken language; reading and directed conversation covering additional grammar patterns and aspects of culture. Class meets Mondays, Wednesdays and Fridays with oral drills on Tuesdays and Thursdays. Three credits. (Fall, Spring)

SPA 218. INTERMEDIATE SPANISH COMPOSITION.

Prerequisite: SPA 111 or permission of instructor.

Continued language development through reading, vocabulary expansion, and grammar review, with an emphasis on writing. Students will practice different kinds of writing, including essays, letters, stories, skits, haiku, etc. There will be an introduction to research writing in Spanish. Four credits.

SPA 228. INTERMEDIATE SPANISH CONVERSATION.

Prerequisite: SPA 111 or permission of instructor.

Continued language development through reading, vocabulary expansion, and grammar review, with an emphasis on speaking. Students will practice speaking in different ways, including extemporaneous and prepared speeches, debates, role-playing, and conversation. Four credits.

SPA 335. THE CULTURE AND CIVILIZATION OF SPAIN.

Prerequisite: SPA 218 or 228 or permission of instructor.

A study of the history, geography, and contemporary politics and economics of Spain, including its participation in the European Union. Attention is given to the values and attitudes, customs and artistic heritage of the Spanish people. Four credits.

SPA 336. THE CULTURE AND CIVILIZATION OF LATIN AMERICA.

Prerequisite: SPA 218 or 228 or permission of instructor.

A study of the history, geography, and contemporary politics and economics of Latin America. Attention is given to the values and attitudes, customs and artistic heritage of the Latin American people. Four credits.

SPA 345. ADVANCED GRAMMAR AND PHONETICS.

Prerequisite: SPA 218 or 228.

Analysis of Spanish grammar and syntax beyond the intermediate level and the application of these principles to writing, with emphasis on idiomatic expressions and structures troublesome for the English speaker. Attention given to basic phonetics, transcription, and pronunciation. Four credits.

SPA 376. MASTERWORKS OF SPANISH LITERATURE.

Prerequisite: SPA 218 or 228 or permission of instructor.

A survey of the major works and most important movements of Spanish literature, from El Cid of the medieval period, through the Golden Age, Romanticism, Realism, the Generation of '98, the post-Franco era, and the contemporary period. Four credits.

SPA 377. MASTERWORKS OF LATIN AMERICAN LITERATURE.

Prerequisite: SPA 218 or 228 or permission of instructor.

A survey of the major works and most important movements of Spanish-American literature, from the pre-Hispanic era and the chronicles of exploration, through Romanticism, Modernism, the realist and naturalist period, the Vanguard, el Boom, and the post-Boom. Four credits.

SPA 381, 382, 383, 384. SPECIAL TOPICS IN HISPANIC STUDIES.

Topics and projects chosen according to student needs and interests from such areas as literature, history, the arts, etc. May be repeated with change of topic. One, two, three, or four credits. (On demand)

SPA 411. COMMERCIAL SPANISH.

Prerequisite: SPA 221 or 222.

Study of business-oriented vocabulary and terminology as applicable in daily transactions in business and government. Stress on actual cases involving telephone communication, correspondence, interviews, oral and written reports and agreements. Terminology units tailored to interest of student: export-import documents, telecommunications/engineering, furniture, textiles, etc. Four credits. (Even Fall)

SPA 412. SPANISH FOR BUSINESS COMMUNICATION.

Prerequisite: SPA 221 or 222.

Refinement of techniques, both oral and written, encountered in business enterprises in areas such as sales, purchases, banking, and transportation. Four credits. (Odd Spring)

SPA 421. TEACHING FOREIGN LANGUAGES IN ELEMENTARY AND MIDDLE SCHOOLS.

Objectives, methods, and materials for teaching modern foreign languages in grades K-9. Emphasis on language acquisition patterns in children, language proficiency, and integration of the second language with other content areas. Three credits. Cross-listed with Education 421. (Odd Spring)

SPA 475. INDEPENDENT STUDY.

Directed study and research on topics or projects of special interest. For majors on request with permission of instructor. May be repeated once with different content. Four credits. (On demand)

SPA 490. SENIOR HONORS THESIS.

Intensive study of a particular topic or project appropriate to the major, culminating in an honors thesis, project, etc. Oral examination. Three credits. (By invitation)

SPECIAL EDUCATION: DEAF AND HARD-OF-HEARING

SED 209. INTRODUCTION TO THE EDUCATION OF YOUNGSTERS WITH HEARING LOSS.

Minimum grade of "C" required for education majors.

Introduction to the field of deaf education and the possible ramifications of hearing loss (psychologically and sociologically) in educational settings. A study of the roles and responsibilities of teachers of children who are deaf/hard-of-hearing concomitant with the various communication and program philosophies. Continuum of services, roles, and functions of key personnel in various service delivery systems, including families. Legislative issues impacting children and hearing loss from identification through transiting from school to work. Reflection on 30 hours of observation in a variety of grades K-12, with all communication options/modalities, with a variety of ability levels, in a variety of settings. Three hours of class a week and two hours of field experience a week. Four credits.

SED 228. FUNDAMENTALS OF SPEECH PRODUCTION.

Minimum grade of "C" required for education majors.

Introduces speech science, principles of formation, and development of elementary English sounds. Anatomy and physiology of the speech mechanism. Principles of the International Phonetic Alphabet. Genesis and development of speech function contrasted in children with and without hearing loss. Three credits.

SED 235. AUDITORY ASSESSMENT AND AURAL REHABILITATION.

Principles, methods, and materials of auditory support for elementary, middle, and secondary students. Topics include the physics of sound, atypical physiology of hearing, amplification systems, auditory bionics, and assistive listening devices. Special emphasis is given to the acoustic properties of speech sounds, strategies for developing perception and generalizing auditory/oral communication skills in the school-age learner. Three credits.

SED 240. PEDIATRIC AUDITORY ASSESSMENT AND HABILITATION.

Introduction to pediatric issues in audiology and auditory learning. The course includes topics related to anatomy, developmental perception, phonemic awareness, the acoustics of early developing sound, and developmentally appropriate strategies for enhancing auditory awareness, discrimination, and identification of speech. Also included are topics related to assessment of audiological functioning including auditory brainstem response, otoacoustic emissions, behavioral observation, visual reinforcement audiometry, and conditioned response audiometry. Three credits.

SED 281. AMERICAN SIGN LANGUAGE I.

Minimum grade of "C" required for education majors.

Introduces the fundamentals of American Sign Language and its use in the Deaf community. Expressive and receptive sign vocabulary are featured at the conversational level. Course focuses on grammatical structures including but not limited to sentence types, classifiers, locatives, and pluralization. Weekly time in schools with students with hearing impairment who sign required. Three credits.

SED 282. AMERICAN SIGN LANGUAGE II.

Prerequisite: SED 281 or permission of the instructor.

Minimum grade of "C" required for education majors.

Focuses on expanding sentence structure, vocabulary, and developing fluency and cultural knowledge. Both expressive and receptive ASL skills at the intermediate conversational level are developed. Students will develop a more advanced knowledge of the linguistic structure of American Sign Language begun in Introductory ASL. Weekly time in school with students with hearing impairment who sign required. Three credits. Taught on the campus of North Carolina School for the Deaf.

SED 394. ADAPTING AND ACCOMMODATING METHODS, MATERIALS AND ENVIRONMENTS IN D/HH LEARNERS.

Minimum grade of "C" required for education majors.

Current research of the content and methods utilized in teaching traditional school subjects (e.g., science, math, social studies) to hearing children with implications for learners with and without hearing loss; curriculum materials and modification; designing and implementing instructional strategies for elementary, middle and secondary hearing and hearing-impaired students in a variety of settings, including transitional ones. Unit planning. Twice weekly observation, assisting, and co-teaching

in two different settings at two different levels with children with hearing losses. Three credits.

SED 480. INTERNSHIP-DEAF AND HARD-OF-HEARING EDUCATION.

Prerequisites: EDU 201, 215, 220, 230, methods courses, 430, 431 or 432, 343, and admission to Teacher Education Council.

Corerequisite: EDU 402

Minimum grade of "B-" required for education majors.

Student teaching and reflection on that teaching for a full semester at a minimum of two educational levels and in two different settings in a public school and at NCSD. Concentration at level of special interest. Placement in public-school programs for students who are deaf and hard-of-hearing. Twelve credits. Fee-\$125.00. (SPRING ONLY)

SED 492. LANGUAGE ANALYSES AND INTERVENTIONS FOR STUDENTS WITH HEARING LOSS.

Minimum grade of "C" required for education majors.

Information and insight into the language difficulties frequently experienced by students with hearing loss; fundamentals and practice in analyzing both oral and air communication of children with hearing loss; use of evaluation results to develop instructional strategies. An in-depth language analysis and intervention plan of one child with hearing loss is required. Two hours of class and two hours of fieldwork per week. Three credits.

SED 497. READING AND WRITING: LEARNERS WITH HEARING LOSS.

Minimum grade of "C" required for education majors.

Current research on reading and writing development with implications for learners with hearing loss; curriculum materials and modifications; designing and implementing instructional strategies for pre-school, elementary, middle and secondary students in a variety of settings. A class with children with hearing impairment is "adopted," and twice weekly time is spent working on components of a balanced reading program. Three credits.

THEATRE

THR 110. ACTING STUDIO I.

Examination of the problems, demands, and disciplines of the actor's art. Introduction to acting techniques: movement, voice, warm-up exercises for the actor. Improvisation exercises and introduction to the Stanislavski System. Four credits. (Fall)

THR 180. PRODUCTION I.

Practicum style course typically for first year theatre students. The course evaluates student production involvement in the Theatre program season, from performance responsibilities to technical and design assignments. Course is offered in Fall semesters. Two credits. (Fall)

THR 181. PRODUCTION II.

Continuation of practicum credit typically for first year Theatre students. Course is offered in Spring semesters. Two hours. (Spring)

THR 200. THEATRE APPRECIATION.

Development of the theatre as an institution of civilization and its relationship

through the ages with other arts and the social environment. Emphasis on sampling contemporary tragedy, comedy, satire, musical, and mass media productions. Three credits. (Fall, Spring)

THR 210. ACTING STUDIO II.

Continued exploration of acting techniques: voice, movement, warm-up exercises for the actor, building upon the topics introduced in THR 110. Further study in improvisation exercises and stage movement. Application of the Stanislavski System in advanced scene study with emphasis on contemporary dramatic literature. Brief exploration of acting techniques for the camera. Four credits. (Fall)

THR 216. VOICE AND DICTION.

Lecture-laboratory course relating to the study of vocal production. Special emphasis on the development of good vocal techniques for clarity, flexibility and expressiveness. Four credits. (On demand)

THR 220. STAGE TECHNOLOGY I.

Introduction to technical theatre methods, scenery construction, stage lighting and sound. Practical experience in supervised laboratory and production program. Four credits. (Fall)

THR 230. STAGE DESIGN I.

Basic theory for theatrical design. Introduction to design principles for decor and light, color theory for pigment and light, basic drafting principles and script analysis for design. Emphasis on practical application of skills. Four credits. (Spring)

THR 235. STAGE MAKE-UP.

Basic make-up practices for the actor. Four credits. (On demand)

THR 260. HISTORY OF THEATRE AND DRAMA I.

Exploration of the development of Theatre and dramatic literature from the beginnings of the art form to the end of the Renaissance. Four credits. (Odd Fall)

THR 265. HISTORY OF THEATRE AND DRAMA II.

Exploration of Theatre and dramatic literature trends and conditions from the Restoration to the present. Four credits. (Even Spring)

THR 270. SCRIPT WRITING.

Examination of the demands of writing a script for the stage. Exercises will culminate in the composition of a one-act play. Four credits. (Odd Spring)

THR 280. PRODUCTION III.

Practicum style course typically for second year theatre students. The course evaluates student production involvement in the Theatre program season, from performance responsibilities to technical and design assignments. Two credits. (Fall)

THR 281. PRODUCTION IV.

Continuation of practicum credit typically for second year Theatre students. Two credits. (Spring)

THR 310. ACTING STUDIO III.

Special emphasis on adjusting to the demands of different performance spaces. Concentrated study in script and role analysis. Intensive improvisation to develop acting techniques. Advanced scene study and role preparation with emphasis on the plays of 19th-20th century Realism. Four credits. (Fall)

THR 315. STAGE COMBAT.

Introduction to the methods and principles of creating the illusion of violence on the stage. Techniques for hand-to-hand, single rapier and dagger and broadsword will be taught. Four credits. (Even Fall)

THR 320. STAGE TECHNOLOGY II.

Advanced exploration of technical theatre methods. Build upon techniques and practices learned in THR 220. Practical experience in supervised laboratory and production program. Four credits. (On demand)

THR 325. STAGE MANAGEMENT.

Introduction to basic principles of theatrical stage and production management. Emphasis on personnel and time management. Includes practical application of learned skills. Four credits. (Spring)

THR 330. STAGE DESIGN II.

Prerequisite: THR 230.

Continuation of design principles learned in Design for the Stage I. Practical application of learned skills for lighting, scenic and costume design; advanced drafting and rendering; procedural approaches for theatrical design. Four credits. (On demand)

THR 335. DIRECTING AND PRODUCING. (Video)

Prerequisite: COM 215 or permission of the instructor.

An in-depth study of the role and responsibility of the television director, producer and pre-production planning teams. Students will learn various formats of broadcasts and non-broadcast video production. Cross-listed with Communication 335. Four credits. (On demand)

THR 370. PRODUCTION V.

Practicum style course typically for third year theatre students. The course evaluates student production involvement in the Theatre program season, from performance responsibilities to technical and design assignments. Two credits. (Fall)

THR 371. PRODUCTION VI.

Continuation of practicum credit typically for third year Theatre students. Two credits. (Spring)

THR 381, 382, 383, 384. SPECIAL TOPICS.

Advanced work in theory, design, and/or performance. Can be repeated with different topics. One to four credits. (On demand)

THR 410. ACTING STUDIO IV.

Study and practice of acting styles from the periods of Classical Greek, Roman, Medieval, Commedia dell Arte, Shakespearean, Restoration/Georgian, Victorian/Edwardian, twentieth century non-realism drama. Four credits. (Fall)

THR 415. TELEVISION PERFORMANCE TECHNIQUE.

Prerequisite: COM 201 or THR 110.

An introductory course in the effective use of the body and voice for television performing. Emphasis on development of style and personality as it relates to various television performance roles. Four credits. Cross-listed with Communication 415. (On demand)

THR 450. DIRECTING.

Fundamental principles of directing for the theatre, including staging, pacing and analysis. Four credits. (By invitation, Spring Even)

THR 480. PRODUCTION VII.

Practicum style course typically for fourth year theatre students. The course evaluates student production involvement in the Theatre program season, from performance responsibilities to technical and design assignments. Two credits. (Fall)

THR 481. PRODUCTION VIII.

Continuation of practicum credit typically for fourth year Theatre students. Two credits. (Spring)

THR 490. SENIOR HONORS THESIS OR PROJECT.

By invitation only.

Intensive study of a particular theatrical area, culminating in an honors thesis or project. This theatrical area may be in a dramatic literature or historical field, or in a performance or skills field (acting, directing, oral interpretation, or design and technical theatre work). Requires an oral examination for the dramatic literature and historical fields, a public performance or display of technical theatre work or designs for the performance or skills field. Three credits. (By invitation)

THE GRADUATE SCHOOL

MASTER OF ARTS IN COUNSELING

School Counseling
Agency Counseling
Community Counseling with School Licensure

MASTER OF ARTS

Birth Through Kindergarten Education

MASTER OF BUSINESS ADMINISTRATION

MBA
MBA with Accounting Concentration
MBA with Entrepreneurship Concentration
MBA with Global Leadership Concentration
MBA with Leadership Development Concentration

MASTER OF SCIENCE

Occupational Therapy

NON-DEGREE:

Post-Baccalaureate Public School Licensure
Post-Baccalaureate Certificate in Christian Counseling
Post-Baccalaureate Certificate in Occupation and the Elderly
Post-Baccalaureate Certificate in Christian Perspectives on the Young Child
Post-Baccalaureate Certificate in Healthcare Administration

THE GRADUATE SCHOOL

PROGRAMS OF STUDY

Master's degree programs are offered in Business, Counseling, and Education. The Master of Arts degree is granted in two teaching areas: Birth through Kindergarten and Literacy Education K-12. The Master of Arts degree in Counseling is available in School Counseling, Agency Counseling, and Community Counseling with School Licensure. Also offered is the Master of Business Administration, the Master of Business Administration with a concentration in Accounting, and the Master of Science in Occupational Therapy.

OBJECTIVES OF THE GRADUATE SCHOOL

Consistent with and complementary to the general mission and purpose of Lenoir-Rhyne College, the graduate school will:

1. Provide opportunity for local citizens to do advanced study in selected major areas within the fields of education, counseling, and business,
2. Increase the instructional resources available to the Institution, thereby enriching educational opportunity for undergraduate as well as post-baccalaureate students, and
3. Meet a growing societal need for more highly qualified and more competent counselors, teachers, and business people.

GRADUATE FACULTY

Graduate faculty must have earned the terminal degree in the discipline. In some cases faculty will be approved who have exceptional expertise in their fields to qualify them for their assignments in academic programs. Faculty considered under this provision of exception must have formal advanced study or demonstrated competence through independent scholarly activities in each field of specialization that they teach.

GRADUATE CLASSIFICATION

A student who seeks enrollment in graduate courses will be classified as a degree seeking or non-degree seeking student.

DEGREE STUDENTS

A student who wishes to enroll in graduate level courses to pursue a specific graduate degree at Lenoir-Rhyne College should apply as a degree-seeking student following procedures outlined in Admission Information and Procedures. Each applicant must meet general admission requirements for the graduate school and requirements of the program to which the student is seeking admission.

NON-DEGREE STUDENTS

The collegiate environment continues to be an academic resource beyond the completion of the undergraduate degree. In order to make its resources available for a broad range of purposes not confined to the pursuit of specific degrees, a student who holds a baccalaureate or graduate degree may register for individual courses at the graduate level without making formal application to a degree or a teacher licensure program. A student not pursuing a graduate degree or a public school

licensure program applies to the college as a "special student" and is required to furnish proof of an undergraduate degree with a minimum GPA of 2.5 or graduate degree with a minimum GPA of 3.0 and have permission of the Dean of Academic Programs prior to enrollment. Applications for special student status are available in the Registrar's Office.

Note: Admission as a non-degree student does not guarantee future admission into a specific degree program, nor into a public school licensure program. A non-degree student may take either undergraduate or graduate courses. A non-degree student who wishes to enroll in graduate courses must have permission of the Dean of Academic Programs and the Program Coordinator for the course. A non-degree student may enroll in no more than 6 hours under this classification. Exceptions to this limit may only be made with the approval of the Graduate Studies Council and the Dean of Academic Programs.

ADMISSION INFORMATION AND PROCEDURES

DEGREE AND NON-DEGREE STUDENTS

Each applicant must submit the following items: a completed application, fee, transcripts, references, and test scores. The Graduate Studies Council and appropriate Program Coordinators review applications on a rolling basis. Priority deadlines for applications are:

August 1 for fall

December 1 for spring

May 1 for summer

Applications received after these deadlines may not be considered for the current entry term.

All application forms are available in the Office of Admissions and Financial Aid and should be returned to the office by the appropriate deadline. Persons desiring additional information or forms should contact the Office of Admissions and Financial Aid.

PUBLIC SCHOOL LICENSURE PROGRAMS

Individuals who possess a baccalaureate degree from a regionally accredited institution may enroll at Lenoir-Rhyne College as a non-degree student in a Public School Licensure program. Public School Licensure students seeking admission to a program must:

1. Have one of the following, depending on licensure area:
 - a. an undergraduate minimum grade point average of 2.5 or better on a four-point scale from a regionally accredited institution for licensure in a teaching area.
 - b. a master's degree in counseling or related area from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale if interested in a school counseling license.
2. Submit two professional recommendations (forms will be provided) from references who are familiar with the student's professional work. These should be from former supervisors, school principals, or employers. Applicants who have not had professional work experience (e.g., recent graduates) should provide letters of recommendation from college instructors who are familiar with their abilities. Letters of reference are an important piece of the application portfolio and may have a significant impact on the final admissions decisions.

3. Submit official transcripts of all course work from each institution attended with a completed application form and a \$35 non-refundable application fee to the Office of Admissions.
4. Submit passing scores on Praxis I or other qualifying exams as part of the application process if seeking initial licensure in a teaching area and if cumulative grade point average is below a 3.0.
5. Maintain a cumulative GPA of 2.5 to remain in the teacher licensure program and a 3.0 to remain in the school counseling licensure program.

After applying for admission to the Public School Licensure Program, the Program Coordinator of the licensure area for which the student has applied and the Director of Teacher Education and School Licensure will evaluate the individual's transcript against the approved programs Lenoir-Rhyne College has with the Department of Public Instruction to determine courses that will be needed to complete a specific licensure program. Following transcript evaluation, the Teacher Education Council makes a formal admission decision then authorizes the Director of Teacher Education to release the results of the transcript evaluation to the individual in writing along with an official letter of admission to the Public School Licensure Program.

Once admitted to licensure programs, students must complete all Education, Psychology, Counseling, and Special Education courses at Lenoir-Rhyne College and may complete up to 50% of other course work at other institutions. In the evaluation of prior course work and the design of a program of study for an individual seeking admission for licensure, course work that was completed more than seven years prior to application or judged insufficient must be repeated or the licensure candidate must demonstrate proficiency through a program approved standardized assessment and/or portfolio.

Applications must be approved prior to August 1 for students wishing to enter the fall semester. For spring semester, all paperwork must be approved by December 1, and the summer semester's paperwork must be approved by May 1. Licensure students who are not fully admitted according to the deadlines above will be charged at the rates outlined in the financial section of the catalog (\$455 per credit hour for day classes, \$285 per credit hour for evening classes and \$295 per credit hour for graduate classes). Fully admitted Public School Teacher Licensure students will be allowed Evening College rates for a maximum of two semesters of full time day enrollment (five or more credits of day classes). However, for the semester in which they enroll in student teaching if required, students will be charged at the full-time day tuition rate.

GENERAL ADMISSION REQUIREMENTS TO THE GRADUATE SCHOOL

A candidate for admission to the Graduate School as a degree-seeking student at Lenoir-Rhyne College must:

1. Possess an earned baccalaureate degree from a regionally accredited college or university in an appropriate discipline;
2. Request official copies of all college transcripts be forwarded directly to the Office of Admissions and Financial Aid;
3. Submit a completed application form for the desired program along with the required application fee;
4. Submit three letters of reference (on forms provided) from professionals attesting to the ability of the applicant for graduate study.

CONFIRMATION OF ENROLLMENT

Students confirm the acceptance of an offer of admission by the payment of a \$50 enrollment fee. Enrollment fees for the fall semester are refundable only if written requests are received in the Admissions and Financial Aid Office before May 1. For the spring semester, enrollment fees are refunded if written requests are received before January 1.

ADMISSION REQUIREMENTS BY PROGRAM

MASTER OF BUSINESS ADMINISTRATION

Candidates for admission to the Master of Business Administration (MBA) program must:

1. Possess an undergraduate degree from a regionally accredited college or university. If the degree is in a non-business field, competency in the basic areas of business is required. Competency may be demonstrated by completion of coursework, foundation seminar attendance, or CLEP examination. The areas of business necessary are covered in the following courses: Accounting 231, Business 320, 340, 344, 346, 360, 370, 380, and Economics 121. Partial fulfillment of these requirements can be accomplished by completing Lenoir-Rhyne College's Foundation series of Executive Business Seminars. This series offers accelerated, intensive learning, providing the necessary foundation upon which the MBA is built. Students who lack foundation coursework may enroll in graduate classes only with the permission of the instructor and Program Coordinator.
2. Have earned a minimum cumulative undergraduate grade point average of 2.7 on a 4.0 scale, or a 3.0 in a master's degree program;
3. Submit an official copy of the GMAT with a minimum score of 450; and
4. Present evidence of significant business experience.

Candidates for admission to the Master of Business Administration with the Accounting concentration must meet the following additional requirements:

1. Have completed the following foundation courses or their equivalents: Intermediate Accounting I & II, Auditing, Cost Accounting, Tax Accounting, and Advanced Accounting.

MASTER OF ARTS IN COUNSELING

Candidates for admission to the Master of Arts in Counseling (MA) program must:

1. Have earned:
 - a. An undergraduate degree with a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale, OR
 - b. A minimum GPA of 3.0 on a 4.0 scale in a master's degree program in counseling or related field;
2. Submit an official copy of either the Miller's Analogies Test with a minimum score of 390 or the GRE **with a combined Verbal and Quantitative scores of 950 with a minimum Verbal score of 450 and an Analytical Writing score of 3.**
3. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Counseling.

MASTER OF ARTS IN BIRTH-KINDERGARTEN

Candidates for admission to the Master of Arts in Education (MA) Professional Teaching Programs must:

1. Hold licensure from the Department of Public Instruction in Birth-Kindergarten. Individuals without licensure may be admitted to graduate study but will need to complete prerequisite requirements to satisfy initial licensure competencies before beginning advanced coursework ;
2. Have earned:
 - a. An undergraduate degree with a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale, **OR**
 - b. A minimum of 3.0 in a master's degree program; and
3. Submit an official copy of either the Miller's Analogies Test with a minimum score of 390 or the GRE **with a combined Verbal and Quantitative scores of 950 with a minimum Verbal score of 450 and an Analytical Writing score of 3.**

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

Candidates for admissions to the Master of Science in Occupational Therapy program must:

1. Have earned an undergraduate degree with a minimum grade point average (GPA) of 2.7 on a 4.0 scale, **OR**
2. Submit an official copy of either the Miller's Analogies Test with a minimum score of 390 or the GRE **with a combined Verbal and Quantitative scores of 950 with a minimum Verbal score of 450 and an Analytical Writing score of 3.**
3. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Occupational Therapy.

TUITION AND FEES

Tuition for the 2006-2007 school year is \$315 per semester credit for the Master of Arts Programs, \$460 per semester hour for the Master of Business Administration Program, and \$465 for the Master of Science in Occupational Therapy for 500-level courses. A \$10.00 technology fee will be charged per semester. Candidates for graduation pay a graduation fee of \$25. Cap, gown, hood, and tassel are separate purchases. There is a \$125 lab fee for all field experiences.

ACADEMIC POLICIES AND PROCEDURES

In addition to all academic policies and procedures stated elsewhere in the catalog, all graduate students must abide by the following regulations.

PROBATIONARY ADMISSION

A baccalaureate graduate who fails to meet **either** graduate admission test scores or GPA requirements—but not both—may be considered for admission on probation. Under these circumstances, students may be required to fulfill additional requirements. A student who fails to meet both GPA and testing requirements will not be considered for admission. **No student will be admitted to the graduate programs in Education or Counseling with a GPA of less than 2.5. No student will be admitted to the graduate program in Occupational Therapy with a GPA**

less than 2.7. The Graduate Council reviews and makes all admissions decisions, including probationary admissions.

A student admitted on probation may be removed from probation by earning a cumulative grade point average of 3.0 on a 4.0 scale on a minimum of 9 semester hours of graduate work (500-600 level classes). Credits earned while on probation may be applied to a degree if considered appropriate for the degree program and approved by the graduate student's advisor. See section on Probation and Dismissal.

ADVISORS

Each graduate student will be assigned an advisor upon acceptance into the graduate program. Each student is expected to consult with his/her advisor. The Program Coordinator serves the role of advisor for non-degree post-baccalaureate students.

APPEALS

A student who wishes to appeal a decision regarding admission, transfer of credit, dismissal, readmission, or graduation must file a written letter of appeal. For specific information on admissions appeals contact the Office of Admissions and Financial Aid. For information on other appeals contact the Dean of Academic Programs. The appeal will be forwarded to the Graduate Studies Council which will act as the Appeals Board. The decision of the Appeals Board is final. Letters of appeal should be addressed to the Office of Admissions and Financial Aid and the Dean of Academic Programs.

APPLICATION FOR THE DEGREE

Each candidate for a graduate degree must file an Application for Degree. The application is available in the Office of the Registrar. The form should be filed two semesters prior to the student's anticipated graduation date. Each student seeking to be licensed as a teacher or school counselor must apply for licensure with the Director of Teacher Education and Licensure in the School of Education.

CHANGE OF MAJOR PROCEDURE

A graduate student who has been approved for admission to one program may not change to another program without consulting the coordinator of that program. The student must complete a Change of Program request form and must meet current admission criteria for the new program. A student normally is not allowed to change to a new program if ineligible to continue toward the degree in the program of original admission.

COMPREHENSIVE EVALUATION

The Graduate School of Lenoir-Rhyne College requires that each student receiving a master's degree demonstrate cumulative knowledge through a final comprehensive evaluative process. The particular kind of evaluation, relevant policies, and procedures vary by program and are outlined within the appropriate sections of the catalog. In brief, students in the MBA program are required to satisfactorily complete the major field achievement test and the capstone experience contained in Business 534: Business Policy. Students in a Birth Through Kindergarten or Literacy Education K-12 Professional Teaching program must complete a comprehensive product of learning evaluation. Students in a Counselor Education program are required to satisfactorily

complete a final, multi-faceted comprehensive examination. All Occupational Therapy students will be required to take the NBCOT practice exam and supply documentation of the results of this exam during the last semester of academic course work.

CONTINUING STUDENT STATUS

In order to maintain continuing student status in a given program, a student must complete at least one course in the graduate program during each academic year after acceptance. If a student is not enrolled in two consecutive semesters within an academic year, they must either request an extension of their program or reapply through the Office of Admission and Financial Aid. Requests for program extensions must be made to the Graduate School and are reviewed by the Graduate Studies Council.

COURSE LOADS

Course loads for graduate students are calculated as follows:

Full-time study	9-12 hours
Half-time study	5-8 hours
Quarter-time study	3-4 hours

No graduate student may enroll in more than twelve hours during a semester. A graduate student enrolled in six semester hours and working on an assistantship for at least .25 FTE will be considered full-time.

COURSE REPEATS

Graduate students may repeat a course in which a grade of F has been earned. A student must request the permission of the advisor to repeat a course in which a grade of C has been earned. The grade earned in the repeated course replaces the first grade. A student may repeat no more than six (6) hours of course work with grade replacement.

DIRECTED STUDY

With approval of the advisor and the Dean of Academic Programs, a student shall be permitted to enroll in a maximum of six credits of directed study. A graduate student must have a cumulative GPA of 3.0 and the approval of the course instructor to register for a directed study. A graduate student may enroll in only one directed study course per semester. A course may not be taken as a directed study when it is offered on a regular basis or during the semester in which the student wishes to enroll in directed study.

GRADES

The following grades are given in the graduate program:

A	4.0 points per semester hour
A–	3.7 points per semester hour
B+	3.3 points per semester hour
B	3.0 points per semester hour
B–	2.7 points per semester hour
C+	2.3 points per semester hour
C	2.0 points per semester hour
C–	1.7 points per semester hour
F	0.0 points per semester hour
W	Withdrawal from course
W/P	Withdrawal Passing from the College

W/F	Withdrawal Failing from the College
S	Satisfactory, given for a practicum, a thesis, and other designated courses
U	Unsatisfactory, given for a practicum, a thesis, and other designated courses

An academic average of 3.0 on a 4.0 scale is required for the master's degree. No credit toward the degree will be granted for a grade below "C-". No more than two grades below "B-" will be allowed for graduate credit. A student who earns an "Incomplete" should refer to the section on Incomplete Grades.

GRADUATE/UNDERGRADUATE COURSE DESIGNATION

Graduate courses will be numbered at the 500 level or above. Only under special circumstances will undergraduate students be allowed to register for graduate level courses. Undergraduate students wishing to take graduate courses should contact the Office of the Dean of Academic Programs to request required forms and policy information. The forms must be completed and on file in the Office of the Registrar by the end of Add/Drop for that semester.

INCOMPLETE GRADES

Course work reported "incomplete" must be completed by midterm of the subsequent (fall, spring or summer) semester of the official ending of the course, after which a grade of "F" will be assigned. Students should submit the completed course requirements no less than two weeks prior to the mid-term point of the subsequent semester. A student with two "incompletes" will not be allowed to register for additional courses until at least one of the "incomplete" grades is removed. Furthermore, students may not begin a final capstone course, final internship, or final fieldwork experience with an incomplete grade on the record.

PROBATION & DISMISSAL

Once fully admitted to a degree program, a student will be placed on probation for:

1. earning a grade lower than a "B-" in two graduate courses since enrollment; or
2. earning a cumulative grade point average that falls below a 3.0; or
3. earning a grade of F in a graduate course.

The Dean of Academic Programs will review the record of each student on probation at the end of the term. The outcome of the review by the Dean may be one of the following: (1) removal from probation, (2) continuation on probation, or (3) dismissal from the Graduate School.

A student will be removed from probation by:

1. earning a cumulative GPA of 3.0 or above, and
2. repeating any graduate course work with a grade of "F" and earning a grade of "B-" or higher.

A student will be continued on probation if satisfactory progress is made in all additional course work with grades of "B-" or higher, thereby progressing toward a cumulative grade point average of 3.0

A student **who is on probation** is subject to dismissal for:

1. receiving a grade of "F" in additional graduate coursework; or
2. receiving a grade lower than "B-" in additional coursework; or
3. earning a cumulative GPA of less than 3.0 for three semesters.

In addition, Lenoir-Rhyne College reserves the right to exclude from further enrollment any graduate student whose conduct is deemed improper or prejudicial to

the best interests of the College. The Dean of Academic Programs, together with the Graduate Studies Council, will handle such cases.

A student wishing to appeal a decision regarding probation or dismissal should refer to the section on appeals. A student who has been dismissed who desires readmission to the graduate school should follow the procedures outlined in the section on readmissions.

PROGRESS TOWARD DEGREE:

1. A graduate student must have an approved Program of Study on file with the Graduate School by the end of the first term. The Dean of Academic Programs and the student's advisor must approve the Program of Study. Copies will be forwarded to the Registrar, Program Coordinator, and School Chair. A student who wishes to make changes in the program of study must complete a Notification of Change in Program of Study and have the approval of the advisor and the Dean of Academic Programs.
2. An academic grade point average of 3.0 on a 4.0 scale is required for the master's degree.
3. An application to complete the comprehensive evaluation should be filed by the end of the first week of a student's last academic year of course work. The comprehensive evaluation is administered once each semester.
4. An application for graduation should be filed with the Registrar's Office two semesters prior to the student's anticipated graduation date.
5. A candidate who seeks advanced teacher licensure or school counselor licensure is required to make application for that licensure. These applications are available in the office of the Director of Teacher Education and Licensure and must be returned to that office.

READMISSION POLICIES

A student dismissed from the Graduate School is not eligible for readmission until one semester has elapsed. A student who has been dismissed must submit a request for readmission to the Office of Admission and Financial Aid. The request should address remediation of issues and circumstances related to dismissal. The Graduate Studies Council will review the readmission request and make a decision within one month during the regular academic school year or one term during the Summer Session.

SECOND MASTER'S DEGREE

A student wishing to obtain an additional master's degree must meet the same admission requirements specified in the Graduate School catalog as a student seeking the first master's degree.

A student entering Lenoir-Rhyne College with a master's degree must file a plan of study approved by the student's advisor and the Dean of Academic Programs. In the case of a student who already has a master's, the following guidelines must be followed:

1. A student may not take a course at Lenoir-Rhyne College that was taken in a previous master's degree program.
2. A student must meet a minimum number of credit hours for the degree selected. The number of credits required will be determined by the student's previous coursework. Students may be required to repeat course work older than six

years. Under no circumstances will a second master's degree be granted for less than 18 credit hours of graduate study at Lenoir-Rhyne beyond the first master's degree.

3. The second master's degree must be completed within four years after official acceptance into the program.

TIME LIMITATIONS

Once a student is admitted to a graduate program at Lenoir-Rhyne College, the student has six years to complete degree requirements. Transfer credit must have been completed within the 10-year period preceding the completion of the master's degree program.

TRANSFER CREDIT

Upon the recommendation of the Program Coordinator and with the approval of the School Chair, Registrar, and Dean for Academic Programs, a student may include in the program of study up to six (6) semester credits of graduate work completed at another accredited institution or at Lenoir-Rhyne College as a non-degree student prior to formal admission. Exceptions to this limit may only be made with the approval of the Graduate Studies Council and the Dean of Academic Programs.

Transfer credit for work completed prior to admission to Lenoir-Rhyne College must meet the following criteria:

1. A grade point of 3.0 on a 4.0 scale, or equivalent, must have been earned for each course transferred.
2. Transfer credit must have been completed within the ten-year period preceding the **completion** of the program of study for the master's degree (student's graduation date).

Transfer credit for course work completed subsequent to admission to Lenoir-Rhyne College must meet the following criteria:

1. Prior written approval must be obtained;
2. A grade point average of 3.0 on a 4.0 scale must be earned for each course;
3. No course may be taken for transfer credit during the semester in which the degree is to be awarded.

WITHDRAWAL POLICY

Students may change their course schedule during the first five calendar days of each term with advisor approval. A course that is dropped during this period will not be listed on the transcript. Students in courses that meet only once per week may change their schedules at any time during the first two weeks of the term. Courses may not be added after the end of this five day period each term.

Students may drop courses during the first half of a term or semester with the approval of the advisor. Dropping courses after the first week of classes and prior to mid-term will result in a listing of the course on the transcript with a grade of 'W'.

A student may not drop any classes after mid-term except under extenuating circumstances. Dropping courses at this time requires approval of the student's advisor and the Dean of Academic Programs. The instructor of each course will assign a grade of 'WF' or 'WP' according to the student's performance to date. A grade of 'WP' can be assigned only when the student has earned a passing grade ('D' or better) on the work assigned up to the time when the drop process was

initiated or until the extenuating circumstances forced the drop to occur. The grades of 'WP' or 'WF' will be noted on the student's transcript. A grade of 'WF' will count the same as an 'F' in calculating the student's GPA.

Withdrawal from the College involves dropping all courses and the above policies apply to each of the individual courses.

It is the responsibility of the student to ensure that the appropriate paperwork is completed and filed when dropping a course or withdrawing from the college. Failure to complete the entire drop or withdrawal process can result in the student receiving an 'F' in the course(s). The process for dropping or withdrawing is initiated in the Registrar's Office.



THE CHARLES M. SNIPES SCHOOL OF BUSINESS

The goal of Lenoir-Rhyne College's MBA program is to offer men and women who are currently in the workplace a graduate business education which will enhance and expand their career opportunities. In fulfilling this goal, the MBA program offers an education which features a managerial orientation, a focus on decision-making and not mere analysis, an emphasis on individual creative problem solving skills, a global business perspective, and an emphasis on ethical conduct in management.

The Charles M. Snipes School of Business is accredited by The Association of Collegiate Business Schools and Programs.

MASTER OF BUSINESS ADMINISTRATION: 36 CREDITS

Accounting:	ACC 501.	Managerial Accounting	3
Business:	BUS 511.	Managerial Finance	3
	BUS 513.	Marketing Strategy	3
	BUS 519.	Operations Management and Decision-Making	3
	BUS 521.	Ethical and Legal Issues in Business	3
	BUS 530.	Global Environment of Business	3
	BUS 534.	Business Policy	3
Economics:	ECO 502.	Managerial Economics	3
Electives:	Choose three courses from:		9
	ACC 521.	Governmental, Non-Profit, and International Accounting	
	ACC 530.	Advanced Tax	
	ACC 533.	Accounting Theory	
	ACC 537.	Auditing Applications	
	ACC 541.	Advanced Topics in Cost Accounting	
	ACC 583.	Special Topics	
	BUS 504.	Creativity in Business	
	BUS 514.	Organizational Behavior	
	BUS 520.	Negotiation in Business	
	BUS 531.	Entrepreneurship and Intrapreneurship	
	BUS 532.	Business Information System	
	BUS 583.	Special Topics	

MASTER OF BUSINESS ADMINISTRATION CONCENTRATIONS

Graduate students in Business may choose to focus at least nine (9) hours of elective courses in a concentration. These include:

ACCOUNTING - MBA core courses and three ACC electives

ENTREPRENEURSHIP - MBA core courses and BUS 504 Creativity in Business, BUS 531 Entrepreneurship/Intrapreneurship, and BUS 583 (topic to be approved by MBA Program Coordinator)

GLOBAL LEADERSHIP - MBA core courses and BUS 583 International Study Tour and two additional BUS 583 (topics to be approved by the MBA Program Coordinator)

LEADERSHIP DEVELOPMENT - MBA core courses and BUS 531 Entrepreneurship/Intrapreneurship, BUS 583 Leadership, and one additional BUS 583 (topic approved by MBA Program Coordinator)

Additionally, graduate students may choose to formulate their MBA program of study to utilize the Healthcare Administration Certificate.

SCHOOL OF EDUCATION MASTER OF ARTS

The Master of Arts degree in a teaching area is designed for individuals who wish to pursue graduate studies in the area of licensure and gain experience in order to develop leadership skills and professional competence. Successful completion of this master's degree will make the student eligible for advanced licensure in the State of North Carolina. The programs included as specialty areas of study feature a common core of twelve credits and twenty-four credits in the specialty area that leads to advanced competency licensure. **NOTICE: PROSPECTIVE STUDENTS FOR AN ADVANCED MASTERS IN BIRTH-KINDERGARTEN WHO DO NOT ALREADY HOLD THE "A" LEVEL READING OR B-K LICENSE MUST SATISFY THE PRE-REQUISITES BEFORE COMPLETING THE NEW MASTERS LEVEL COURSES**

MISSION STATEMENT

The mission of the School of Education is to provide an environment wherein teachers who complete a program at Lenoir-Rhyne College are expected to know their content, know how to teach, be successful with a diverse population, be leaders, be reflective about their practice for effective change, and be respectful and caring.

Christian Perspectives on the Young Child Post-Baccalaureate Certificate is a twelve credit certificate for early childhood instructors from church-related programs and includes the following courses: COU 572 or 583, EDU 366, 506, and REL 261.

CONCEPTUAL FRAMEWORK

The School of Education and all education programs adhere to the Reflective Practitioner Model. The model as it applies to the Counselor Education Graduate Program is addressed below.

The educator as reflective practitioner is the model that provides the conceptual framework for graduate as well as undergraduate Teacher Education programs. Courses and experiences are geared toward developing critical thinkers who consider the multitude of factors affecting human beings in learning and counseling situations. Reflective practitioners actively consider the impact of their actions both on the process of teaching and after the interaction is complete. Students at Lenoir-Rhyne College learn to consider the technical nature of their practice as well as the ethical and moral implications of their teaching. Graduates of Lenoir-Rhyne College's advanced degree programs are expected to demonstrate critical thinking and reflection on their practice through the compilation of a product of learning during their course work. The product of learning serves not only as a tool for facilitated reflection, but also as a means of facilitating the synthesis of these reflections with actual practice for the ultimate development of a reflective practitioner who seeks continued professional development beyond the training experience. It is the intent of the graduate programs within the School of Education to enable students to analyze, reflect, and think critically in order to be more than simple technicians. Rather, these students will ultimately become skilled practitioners acting from a strong theoretical base. Graduates from Lenoir-Rhyne College will be more aware of themselves as practitioners who believe alternatives exist and change is possible. Reflective self-renewal is a developmental process that supports the process of self-directed growth

and critical consciousness. The outcome will be intentional empowerment and leadership in assuming a greater role and responsibility to one's profession.

OBJECTIVES

Consistent with and complementary to the general mission and purpose of Lenoir-Rhyne College, the graduate program within the School of Education will:

1. Provide opportunity for local citizens to do advanced study in selected major areas within the field of education and counseling;
2. Increase the instructional resources available to the Institution, thereby enriching educational opportunity for undergraduates as well as post-baccalaureate students;
3. Meet a growing societal need for more highly qualified and more competent counselors and teachers;
4. Include, within each graduate program, field experiences and internships of high quality and adequate duration and diversity to assure translation of theory and reflection to practice;
5. Reflect the needs of the area, state, and region for highly skilled professionals in teaching and counseling;
6. Demonstrate an awareness of the multicultural nature of American society through student recruitment practices, learning activities, and field experiences with diverse cultures in order to support students as they reflect on their values and their impact upon professional practice;
7. Demonstrate commitment to Christian principles by modeling, inquiry, and reflection, practicing tolerance, honesty, justice, faithfulness, and caring in relationships with colleagues and students, and by encouraging students in graduate programs to reflect on their own values and to develop religious and ethical commitment.

BIRTH-KINDERGARTEN EDUCATION

Tier I: Core courses designed to build leadership and research skills to function in an ever-changing, increasingly diverse society. These courses are prerequisites for continuing in the program. Students may take only two courses from the second Tier core/specialty area while completing courses in Tier 1. Application to be admitted to specialty area should be made in the semester the Tier 1 common core is completed, and before a total of 18 credits are completed.

Tier II: Courses broadly defined and inclusive across programs, but which are specialty-area content specific.

Tier III: In-depth specialty area courses of study.

BIRTH—KINDERGARTEN EDUCATION:			36 CREDITS
TIER I:	EDU 505.	Research Methodology and Practicum	3
	EDU 506.	Child, Individual & Family Development	3
	EDU 514.	Current Trends & Issues for Leaders in Today's Schools	3
TIER II:	COU 535.	Diversity Issues for Helping Professions	3
	EDU 571.	Research in B–K Curriculum and Environmental Design	3
	EDU 572.	Speech Language, Literacy and Communication Disorders	3
	EDU 573.	Advanced Assessment Practicum in B–K	

TIER III:	EDU 584.	Advanced Study in Typical & Atypical Child Growth & Development, Ages 0-5	3
	COU 560.	Foundations of Marriage & Family Therapy	3
	EDU 567.	The Young Child with Hearing Impairment	3
	EDU 568.	Mentorship and Consultation in B-K Settings	3
	EDU 590.	Advanced Internship in B-K Settings	3

PROGRAM OBJECTIVES:

1. To develop leadership skills in professional educators which enable them to take on leadership roles in their service to young children and families;
2. To deepen and broaden knowledge of the B-K field in order to better plan family-oriented programs for the very young child;
3. To increase knowledge of low-incidence populations of young children with disabilities;
4. To further explore approaches for family support in a variety of settings;
5. To develop research skills in order to become a better consumer of research in the field as well as to conduct original action research.



COUNSELING PROGRAMS SCHOOL OF SOCIAL AND BEHAVIORAL SCIENCES

MASTER OF ARTS

The Master of Arts degree in counseling is designed to prepare individuals for positions as professional counselors in agencies and/or school settings. The counseling program places primary emphasis on the development of strong clinical skills. Upon receiving the Master of Arts degree in counseling, students will meet course work requirements for eligibility to take the examination to become a National Board Certified Counselor (NCC) and Licensed Professional Counselor (LPC) in the state of North Carolina. Students satisfactorily completing the School Counseling program requirements and receiving a passing score on the PRAXIS specialty examination will be eligible for licensure as a school counselor in North Carolina.

The master's degree is offered in Agency Counseling, School Counseling, and Community Counseling with School Counseling Licensure programs. The master's degree is the entry-level degree for persons entering the counseling field. The counseling course of study is designed to begin during the Fall semester. Although students are allowed to enter the program in the Spring semester, course selection will be limited due to prerequisite courses that have been missed and will not be available until the Fall semester.

All students in the Counseling program must have in effect counselor liability insurance through the American Counseling Association Insurance Trust during the time they are enrolled in the Counseling program.

A field experience fee of \$125 is charged for each of the following internships, COU 590, 591, 592, 593, 596, 597. A \$40.00 practicum fee is required for COU 545 Career Counseling.

The School Counseling Licensure Program is designed to enable individuals who hold a Master's degree in counseling to pursue licensure from the Department of Public Instruction as a school counselor. Further details are provided in the Graduate School Introductory section under PUBLIC SCHOOL LICENSURE PROGRAMS.

Any counseling intern receiving a grade lower than a "B-" in an internship will not be recommended for state licensure or National Board Certification.

MISSION STATEMENT

Counselors who complete a program at Lenoir-Rhyne College are expected to demonstrate a strong theoretical foundation, mastery of clinical skills, and the ability to practice as a reflective practitioner-scientist with diverse populations in a variety of agency settings and/or public schools.

CONCEPTUAL FRAMEWORK

The Counselor Education Program is based on the model that effective counselors must be more than technicians. Rather, they must be professionals who are aware of their personal values, beliefs, and biases, as well as possess vast knowledge and skills related to the profession of counseling. They must be able to analyze, synthesize, and apply their knowledge and skills, utilize research for professional judgments, and assess the effectiveness of their work in order to function as competent, ethical, reflective, practitioner-scientists.

The Counselor Education Program seeks to develop such professionals through active learning experiences, course work that covers a variety of content areas, and integrated field experiences that provide counseling services to a wide range of clients/students. Multicultural and diversity issues are integrated throughout the program.

Becoming a reflective practitioner-scientist involves an on-going process that can be conceptualized as a pyramid with students' personal and professional knowledge as base. From this knowledge base, students move into the stage of skills acquisitions with the final stage being that of reflective practitioner-scientist.

Persons completing the Counseling Program are Reflective Practitioner-Scientists who demonstrate:

1. A high level of interpersonal communication skills, along with an appreciation for the racial and socio-cultural diversity of the populations with whom they will work;
2. A thorough knowledge of counseling theory and skill in a variety of counseling techniques that are useful with individuals and groups;
3. Skill in utilizing assessment techniques, research techniques, and career planning materials and techniques;
4. An understanding of the variety of activities involved in implementing programs in public school and community/agency settings—including treatment planning, diagnosis, consultation, program planning and coordination, group guidance and counseling, crisis intervention, drop-out prevention, and educational placement of exceptional individuals;
5. An understanding of the legal aspects of service delivery and an appreciation of the importance of practicing in accordance with the highest ethical standards of the counseling profession;
6. Self-knowledge related to therapeutic processes;
7. The ability to analyze and evaluate the effects of the therapeutic process.
8. A devotion to the improvement of, and subsequent changes in, counseling practice as determined through research and scientific inquiry.

SCHOOL COUNSELING:		48 CREDITS
COU 505.	Counseling Theories	3
COU 510.	Introduction & Foundation of School Counseling	3
COU 515.	Practice of School Counseling Practicum	3
COU 525.	Professional and Ethical Issues	3
COU 530.	Counseling Techniques & Practicum	3
COU 540.	Group Counseling Theory and Practice	3
COU 545.	Career Counseling & Practicum	3
COU 555.	Consultation Process, Crisis Intervention & Practicum	3
COU 596.	Internship in School Counseling (600)	3
EDU 505.	Research Methodology and Practicum	3
EDU 506.	Child, Individual, & Family Development	3
PSY 500.	Quantitative Methods for Social & Behavioral Sciences	3
PSY 524.	Psychological & Educational Testing and Appraisal	3
PSY 535.	Diversity Issues for Helping Professionals	3
PSY 551.	Psychopathology, Diagnosis, & Treatment Planning	3
Emphasis Course (selected under advisement)		3

AGENCY COUNSELING:**48 CREDITS**

COU 505.	Counseling Theories	3
COU 520.	Mental Health Methods, Interventions, and Issues	3
COU 525.	Professional and Ethical Issues	3
COU 530.	Counseling Techniques and Practicum	3
COU 540.	Group Counseling Theory and Practice	3
COU 545.	Career Counseling and Practicum	3
COU 555.	Consultation Process, Crisis Intervention and Practicum	3
COU 592.	Internship in Agency Counseling I	3
EDU 505.	Research Methodology and Practicum	3
EDU 506.	Child, Individual, and Family Development	3
PSY 500.	Quantitative Methods for Social & Behavioral Sciences	3
PSY 524.	Psychological & Educational Testing and Appraisal	3
PSY 535.	Diversity Issues for Helping Professionals	3
PSY 551.	Psychopathology, Diagnosis, & Treatment Planning	3
Emphasis Courses (selected under advisement)		6

COMMUNITY COUNSELING WITH SCHOOL LICENSURE: 60 CREDITS

COU 505.	Counseling Theories	3
COU 510.	Introduction & Foundation of School Counseling	3
COU 515.	Practice of School Counseling and Practicum	3
COU 520.	Mental Health Methods, Interventions, and Issues	3
COU 525.	Professional and Ethical Issues	3
COU 530.	Counseling Techniques and Practicum	3
COU 540.	Group Counseling Theory and Practice	3
COU 545.	Career Counseling and Practicum	3
COU 555.	Consultation Process, Crisis Intervention and Practicum	3
COU 590.	Internship in School Counseling I (300)	3
COU 592.	Internship in Agency Counseling I (300)	3
EDU 505.	Research Methodology and Practicum	3
EDU 506.	Child, Individual, and Family Development	3
PSY 500.	Quantitative Methods for Social & Behavioral Sciences	3
PSY 524.	Psychological & Educational Testing and Appraisal	3
PSY 535.	Diversity Issues for Helping Professionals	3
PSY 551.	Psychopathology, Diagnosis, & Treatment Planning	3
Emphasis Courses (selected under advisement)		9

OCCUPATIONAL THERAPY

MASTER OF SCIENCE

MISSION STATEMENT

Consistent with the mission and goals of Lenoir-Rhyne College, the Human Occupation Studies/Occupational Therapy Division of the School of Health Sciences seeks to prepare for service to God and mankind through:

- Building upon the foundation established in the liberal arts curriculum for development of the whole person, with emphasis on relationships between wellness and quality of life;
- Strengthening the sense of vocation which draws students to the profession of occupational therapy;
- Developing the capacity for responsible leadership in using occupation to reduce disability and promote health within individuals, institutions, and communities.

Division faculty addresses the mission through ongoing review of:

- Curriculum;
- Outcomes of classroom and community-based learning experiences;
- Quality of student experience and progress.

Faculty attempts to exemplify this mission through commitment to excellence in teaching, community service and lifelong learning.

PROGRAM PHILOSOPHY

View of Humanity

Consistent with the Lenoir-Rhyne College core curriculum student outcomes, the Division of Occupational Therapy affirms that human knowledge and endeavor are manifest in four broad dimensions of experience:

- The expressive dimension, in nonverbal, written, spoken, and artistic forms of communication;
- The natural world dimension, in awareness of the interconnectedness of nature and humanity, and the order and principles of nature;
- The human system dimension, in the shaping, order, and organization of human communities;
- The wholeness dimension, in personal faith and in personal, institutional, and community wellness and quality of life.

Along with the World Health Organization International Classification of functioning, disability and health [ICF], we recognize that “every human being can experience a decrement in health, and thereby experience some disability....[Recognizing] it as a universal human experience.” Further, “reductions in the incidence and severity of disability....can be brought about both by enhancing the functional capacity of the person, and by improving performance by modifying features of the social and physical environment” (WHO, 2002).

An by “using their capacity for intrinsic motivation, human beings are able to influence their physical and mental health and their social environment through purposeful activity” (AOTA, 1979).

View of Occupation

Occupations are “activities... of daily life, named, organized, and given value and meaning by individuals and a culture. Occupation is everything people do to occupy themselves, including looking after themselves... enjoying life... and contributing to the social and economic fabric of their communities...” (Law, et al., 1997, cited in AOTA, 2002)

Quality of life is a function of interactions among person (including body functions, body structure; and features of the individual that are not part of a health condition or health status; tasks/occupation; and contexts (cultural, physical, social, personal, spiritual, temporal, and visual environments that can serve as barriers to or facilitators of occupational performance) (Spenser, 2003; WHO, 2002)

Purposeful activity (occupation), “including its interpersonal and environmental components, may be used to prevent and mediate dysfunction, and to elicit maximum adaptation.” (AOTA, 1979)

View of Learning and the Learner

The OT division affirms the view of learning reflected in the AOTA statement on the Philosophy of Occupational Therapy Education:

“Occupational Therapy sees man as a complex being in a process of continuous adaptation that is influenced by his environment and by his capacity for intrinsic motivation. Purposeful activity, as utilized by the occupational therapist, enhances the adaptation process.

Occupational Therapy education utilizes the above concepts to involve the learner in an active process. The right of the client to quality health care necessitates high quality educational programs encompassing such functions as evaluation, planning, motivation, problem-solving, communication, collaboration and coordination. Essential educational components, therefore, include a theoretical knowledge base, professional and technical skills, ethical standards and application to practice.”

Each level of practice is seen as having equal value. Opportunity for lateral and upward mobility is provided as appropriate. Methods of teaching and learning such as independent study, correspondence courses, and credit by examination may contribute to the educational process, but none is independently adequate to assure competence in the practice of Occupational Therapy.

Practice at the advanced level competency necessitates additional education, training, or experience. Growth in competence is a commitment shared by the profession.

PREREQUISITE PHASE:**53 CREDITS**

OCC 300.	Nature of Human Occupation	4
OCC 310.	Medical Technology	1
OCC 313.	Musculo-Skeletal Anatomy	4
OCC 314.	Neuroscience & Rehabilitation	4
OCC 316.	Medical Conditions & Disability	3
OCC 340.	Medical & Developmental Conditions in Children	2
OCC 360.	Organization & Delivery of Healthcare in the US	2
OCC 363.	Principle-Centered Professional Development	3
OCC 364.	Concepts of Research in Rehabilitation	2
OCC 421.	Mental Health & Occupation	5
OCC 432.	Physical Rehabilitation & Occupation	5
OCC 442.	Pediatric Rehabilitation & Occupation	5
OCC 451.	Occupational Issues of the Elderly	3
OCC 452.	Assistive Technology	3
OCC 463.	Principles of Leadership & Management	3
OCC 470.	Practicum	3

GRADUATE PHASE:**36-39 CREDITS**

OCC 500.	Advanced Theory in Occupational Therapy	3
OCC 510.	Scientific Inquiry in Occupational Therapy	3
OCC 511.	Research & Seminar Proposal Development	3
OCC 520.	Neurobehavioral Issues	3
OCC 551.	Advanced Theoretical Perspectives on Adults and Occupation	3
OCC 552.	Evaluation Models for The Adult and Family	3
OCC 571.	Internship Level II A	3
OCC 572.	Internship Level II B	3
OCC 570.	Advanced Preceptorship & Data Collection	3
OCC 599.	Thesis	3

Choose two electives:

- BUS 531. Entrepreneurship
- BUS 521. Ethical and Legal Issues
- BUS 583. Special Topics
- COU 525. Professional and Ethical Issues
- EDU 506. Child, Individual and Family Development
- PSY 535. Diversity Issues for Helping Professionals
- PSY 570. Family Counseling

Specialization in Occupation and the Elderly Post-Baccalaureate Certificate

is a twelve credit certificate for occupational therapists and other professionals.

Students must complete OCC 551 and 552 or OCC 383 and 451 and two electives chosen from: BUS 383, 514, 521, or 531; COU 570; NUR 201; OCC 590; or SOC 212.

GRADUATE COURSE DESCRIPTIONS

ACCOUNTING

ACC 501. MANAGERIAL ACCOUNTING.

A course which focuses upon developing those accounting tools which assist management. Emphasis will be upon budgeting, cost derivation and measurement, product costing, cost systems and variance analysis, inventory valuation and control, and capital expenditure analysis. Three credits.

ACC 521. GOVERNMENTAL, NON-PROFIT, AND INTERNATIONAL ACCOUNTING.

Prerequisites: ACC 431 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.

This course will cover international, governmental, and non-profit accounting. Major topics include financial, managerial, and tax accounting and auditing issues in multinational enterprises, with special emphasis upon the differences in accounting and auditing standards and practices worldwide; and a study of the eight fund groups and two account groups used in non-profit accounting and their application to local and state governments, hospitals, colleges and universities, public schools, the federal government, and other non-profit organizations. Three credits.

ACC 530. ADVANCED TAX.

Prerequisites: ACC 332 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.

A comprehensive coverage of the application of income tax regulations and laws as they apply to partnerships, corporations, fiduciaries, and estates. Additionally, tax planning, tax practice and procedures, and tax research will be examined. Three credits.

ACC 533. ACCOUNTING THEORY.

Prerequisites: ACC 331 and 334 and admission to the MBA program or permission of the MBA coordinator and the instructor.

This course is designed to pursue, analyze, and provide a logical and coherent set of principles that form the conceptual framework for the evaluation, promotion, and continuing development of sound accounting practice. Included are syntactical theories relating to the structure of financial reporting, interpretational theories relating to measurements and relationships, and behavioral theories relating to presentation and disclosure of accounting information. Together the different levels of evaluation confirm or refute present practice, and provide improved handling for emerging contemporary accounting problems. Three credits.

ACC 537. AUDITING APPLICATIONS.

Prerequisites: ACC 433 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.

This course explores the application of auditing sampling for testing control procedures and substantive audit testing of the revenue cycle, expenditure cycle, financing cycle, and investing cycle. Applications will explore internal control risk assessment. Three credits.

ACC 541. ADVANCED TOPICS IN COST ACCOUNTING.

Prerequisites: ACC 432 and admission to the MBA Program or permission of both the MBA coordinator and the instructor.

This course examines advanced techniques and issues in accounting measurement for management planning, decision-making, and control. Costing for product pricing and other decisions involving alternatives under costing systems are studied. The nature and scope of controllership as related and the behavioral aspects of the controllership function are evaluated. Three credits.

ACC 581, 582, 583. SPECIAL TOPICS.

A variable topic course addressing contemporary accounting issues. May be an experiential learning experience. Topics will be announced in advance. Course content will vary from semester to semester and may be repeated with different topics. One to three credits. (581 – 1 credit hour, 582 – 2 credit hours, 583 – 3 credit hours).

BUSINESS

BUS 504. CREATIVITY IN BUSINESS.

An examination of the role and importance of creativity in the business enterprise. This course examines the development of personal creativity, the functioning of creativity in group environments, and the role managers perform in facilitating the creative performance of employees. Three credits.

BUS 511. MANAGERIAL FINANCE.

This course examines the role of financial management in supporting and sustaining the functional areas of the firm. Using cases and readings, students gain insight into the analysis of financial problems as well as the development of financial strategy. Three credits.

BUS 513. MARKETING STRATEGY.

An examination of the marketing role within the organization. A managerial emphasis is utilized in the course, focusing upon development of the organization's marketing policy and strategy, analysis and selection of markets to target, managing tactical response to a dynamic environment, and implementing the major elements of marketing policy. Three credits.

BUS 514. ORGANIZATIONAL BEHAVIOR.

This course examines the human side of organizations. The role of manager is examined to gain insight into those skills which facilitate leadership, organizational change and development, and managing human relationships. Three credits.

BUS 519. OPERATIONS MANAGEMENT AND DECISION-MAKING.

A study of basic concepts, techniques, and issues encountered in managing operations systems and assisting decision-making in today's changing environment. Topics covered include linear and integer programming, six sigma, quality assurance, and project management with their impact on decision-making in a complex and uncertain environment. This course utilizes both lecture and case studies. Three credits.

BUS 520. NEGOTIATION IN BUSINESS.

The development of skills for managers in resolving disputes and facilitating deals. The course develops a systematic approach to development of negotiating skills by examining negotiation analysis, strategy and tactics, behavioral and contextual dynamics, and the ethical dimension of negotiation. Three credits.

BUS 521. ETHICAL AND LEGAL ISSUES IN BUSINESS.

This course is designed to help future managers understand and analyze ethical issues in a business environment. Beginning at the individual level, the course progresses to organizational and societal perspectives. The course examines legal issues in business, contrasting and comparing the impact upon decision-making. Using role-plays and case analysis, the course will help students to confront and successfully manage ethical challenges. Three credits.

BUS 530. GLOBAL ENVIRONMENT OF BUSINESS.

A cross-cultural assessment of business practice focusing upon managerial implications, consumer behavior patterns, cultural values, negotiation styles, financial matters, and legal/political considerations. Cases and real world business problems will be used to gain decision-making insight into the challenges of global business. Three credits.

BUS 531. ENTREPRENEURSHIP AND INTRAPRENEURSHIP.

Reviews those attributes that contribute to entrepreneurial success, as well as assesses those who have succeeded and failed in establishing new ventures. The course also examines how to bring the qualities of entrepreneurial ventures to the corporate environment, and maintaining a corporate culture which retains its brightest and most creative spirits of organization. Three credits.

BUS 532. BUSINESS INFORMATION SYSTEMS.

Surveys technology and systems as tools which facilitate the management of business information and manufacturing processes. The course explores the transformation of data to information in order to facilitate higher quality decision-making, as well as timeliness and ease-of-use of information by decision makers. Also examined are the integration of technology, systems, and people and how they assist the firm in achieving distinctive competencies. Three credits.

BUS 534. BUSINESS POLICY.

An integrative course which exposes future managers to the challenge of creating and sustaining a competitive advantage in the marketplace, while maintaining sufficient profitability. Through extensive case studies, students must utilize accumulated knowledge from the entire MBA program in order to successfully master the challenges presented. Three credits.

BUS 581, 582, & 583. SPECIAL TOPICS.

A variable topic course addressing contemporary business issues. May be an experiential learning experience. Topics will be announced in advance. Course content will vary from semester to semester and may be repeated with different topics. One to three credits. (581 – 1 credit hour, 582 – 2 credit hours, 583 – 3 credit hours).

COUNSELING

COU 505. COUNSELING THEORIES

This course is a critical overview of major theories of counseling, including philosophical foundations, counseling stages and process, and techniques. Students will acquire knowledge of the theories and rationale for applying each with particular issues, clients, and settings. By the end of the course, students will have developed a first statement of their own counseling approach. Three Credits.

COU 510. INTRODUCTION & FOUNDATION OF SCHOOL COUNSELING

The course serves as the introductory course for individuals seeking credentials and/or a degree in public school counseling. COU 510 introduces students to the theoretical and research base required for developing comprehensive school counseling programs. Students must demonstrate their ability to analyze, synthesize and integrate knowledge gleaned from current research, documents from the North Carolina Department of Public Instruction, the National Standards for School Counseling (2000) and course texts. An overview of the principles and practices of counseling services in public schools, multiple roles and functions, applicable technology, an understanding of exceptionalities, and program organization will be explored. Attention will also be given to the current state testing requirements and career pathways as these pertain to the function of the school counselor. COU 510 is a pre-requisite for COU 515: Practice of School Counseling and Practicum. Three credits.

COU 515. PRACTICE OF SCHOOL COUNSELING & PRACTICUM

The course is a continuation of COU 510: Introduction & Foundation of School Counseling. It is designed to build on the student's theoretical base and that of the scientist-practitioner within the school setting. The primary focus will be on the application of school counseling techniques including the use of technology with all students including those identified as having some type of exceptionality. Various methods of providing services will be explored within the college classroom as well as at the Practicum site. Students will develop methods for successfully blending the theory of a balanced, comprehensive counseling program and the National Standards for School Counseling along with current multiple demands within today's schools. Discrepancies between the desired role and function and what is most often occurring will be addressed. Twenty-five to forty practicum hours are required. Practicum hours must be done within a public school setting and under the direct supervision of a licensed school counselor are required. Three credits.

COU 520. MENTAL HEALTH METHODS, INTERVENTIONS AND ISSUES.

Prerequisite: COU 530. Recommended: PSY 550.

A brief review of microskills followed by indepth study of the more complex strategies for helping including behavioral and cognitive approaches. Includes the development of comprehensive interview, assessment, case conceptualization, treatment planning, treatment, crisis intervention, and report writing skills. Three credits.

COU 525. PROFESSIONAL AND ETHICAL ISSUES.

An introduction to the profession of counseling including a study of the principles, professional organizations, laws, ethics, and diversity issues involved in the delivery of counseling, assessment, evaluation/research, consulting and referral services. Students will demonstrate the ability to identify the basic services, to formulate a Professional Disclosure Statement, to identify the roles and functions of the counselor, and to analyze case studies relative to legal and ethical issues. Three credits.

COU 530. COUNSELING TECHNIQUES & PRACTICUM

Prerequisite: COU 505.

An in-depth exploration of the methods and techniques of prominent counseling approaches. The course will emphasize the analysis, synthesis, and appropriate application of specific counseling techniques. Students will demonstrate their ability to apply these techniques through the use of role-plays, audio and/or video-tapes. Forty-five hours of practicum are required. Three credits.

COU 540. GROUP COUNSELING THEORY AND PRACTICE.

Prerequisite: COU 530 or permission of the professor.

This course explores theories of counseling as they apply to groups; reviews current literature and research in group counseling; examines the leadership role of the counselor in group counseling; examines ethical issues of group leadership in counseling; reviews the developmental stages of counseling in groups; and offers experience as a participant in, and leader of, a counseling group. Twenty-five (25) hours of practicum are required. Three credits.

COU 545. CAREER COUNSELING & PRACTICUM.

This course provides an in-depth exploration of the theories and techniques of prominent approaches to career counseling. Emphasis is placed not only on understanding theories and techniques of career counseling, but also on personal application. The course includes a survey of prominent career theories, as well as extensive self-assessments of interests, personality, values, and personal lifestyle preferences. The basic mission of the course is to provide an opportunity for students to learn and develop the necessary knowledge and skills in order to assist other persons and themselves in all areas of career development. Three credits.

COU 555. CONSULTATION PROCESSES AND CRISIS INTERVENTION.

This course will include a review of consultation models and theories useful to school counselors and agency counselors in their work with children, parents, staff, and the community. Emphasis will be placed on understanding and applying the triadic model to consultation, especially as it relates to crisis intervention. Developing referral contacts in school and community will be explored. Students will participate in role-play activities that reflect actual consulting situations. Twenty-five (25) hours of practicum activities are required. Three credits.

COU 572. COUNSELING CHILDREN AND PARENTS.

This course is designed to provide an introduction to the counseling techniques useful in work with pre-adolescent children and their parents. Students will learn the fundamental principles needed to intervene with children within the family context. Special emphasis will be placed on the use of play therapy techniques. Three credits.

COU 574. COUNSELING CLIENTS WITH CHRONIC HEALTH ISSUES.

This course will require students to develop background knowledge and specialized counseling skills in the area of chronic pain conditions. Students will do in-depth research of current literature within the field concerning the interrelationship of physical illness, injury, chronic illness, and chronic pain with the emotional/adjustment issues faced by these clients. Students will learn clinical skills to assist clients in the process of integrative health in situations where management not "cure" is the goal. Students will demonstrate their learning through a series of video-tapes and papers requiring analysis and synthesis of research and other information presented in class. Three credits.

COU 575. VIOLENCE IN SCHOOLS, WORKPLACE, AND COMMUNITY.

This three-part course will explore the issues of violence in our communities and schools. In particular, domestic violence, youth violence, and violence in the workplace will be discussed. Using case studies, current research, and a variety of speakers from local and state agencies, students will gain an understanding of prevention, intervention, and post-critical incident procedures. Three credits.

COU 581, 582, 583: SPECIAL TOPICS IN CLINICAL COUNSELING.

Prerequisite: Approval of advisor and program coordinator.

These courses involve either specialty counseling areas not covered in other courses or advanced levels of counseling theory, practice, and research for students considered appropriate. These courses provide students the opportunity to apply scientific inquiry and scholarly research to counseling theory and practice. One, two, or three credits.

COU 590. INTERNSHIP IN SCHOOL COUNSELING I (300).

Prerequisites: Core Comprehensive Examination, COU 505, COU 510, COU 515, COU 525, COU 530, COU 540, COU 545, COU 555, EDU 505, EDU 506, PSY 500, PSY 524, PSY 535, or permission of the Program Coordinator.

A minimum of 300 hours of on-site internship experience in an approved public school setting under the supervision of an approved licensed school counselor. Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. Students are expected to have fieldwork experiences at more than one public school level. The portfolio is reviewed at the beginning of the first 300 hours, the Specialty Area Comprehensive Examination is administered at the end of the first 300 hours, and the portfolio is evaluated at the end of 600 hours of the internship experience. Students who complete COU 590 must subsequently enroll in COU 591 to complete the balance of the 600 hours of internship required for graduation. Three semester hours credit.

COU 591. INTERNSHIP IN SCHOOL COUNSELING II (300).

Prerequisite: Specialty Area Comprehensive Examination, COU 505, COU 510, COU 515, COU 525, COU 530, COU 540, COU 545, COU 555, COU 590, EDU 505, EDU 506, PSY 500, PSY 524, PSY 535, or permission of the Program Coordinator.

A minimum of 300 hours of on-site internship experience in an approved public school setting under the supervision of an approved licensed school counselor. Students must have counselor liability insurance in place prior to their internships. There is 600 hours on on-site internship graduation requirement for all counseling degree programs. Students are expected to have fieldwork experiences at more than one public school level. The portfolio is evaluated at the end of 600 hours of internship experience. This course carries course credit but does not reduce the semester hours required for graduation. Three semester hours credit.

COU 592. INTERNSHIP IN AGENCY COUNSELING I (300).

Prerequisites: Core Comprehensive Examination, COU 505, COU 520, COU 525, COU 530, COU 540, COU 545, COU 555, PSY 500, PSY 524, PSY 535, PSY 550, EDU 505, EDU 506, or permission of the Program Coordinator.

A minimum of 300 hours of on-site internship experience in an approved agency setting under the supervision of an approved supervisor licensed to practice independently (LPC preferred). Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. The portfolio is reviewed at the beginning of the first 300 hours, the Specialty Area Comprehensive Examination is administered at the end of the first 300 hours, and the portfolio is evaluated at the end of 600 hours of the internship experience. Students who complete COU 592 must subsequently enroll in COU 593 to complete the balance of the 600 hours of internship required for graduation. Three credits.

COU 593. INTERNSHIP IN AGENCY COUNSELING II (300).

Prerequisites: Specialty Area Comprehensive Examination, COU 505, COU 520, COU 525, COU 530, COU 540, COU 545, COU 555, COU 592, PSY 500, PSY 524, PSY 535, PSY 550, EDU 505, EDU 506, or permission of the Program Coordinator.

A minimum of 300 hours of on-site internship experience in an approved agency setting under the supervision of an approved supervisor licensed to practice independently (LPC preferred). Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. The portfolio is evaluated at the end of 600 hours of the internship experience. This course carries course credit but does not reduce the semester hours required for graduation. Three credits.

COU 596. INTERNSHIP IN SCHOOL COUNSELING (600).

Prerequisites: Core Comprehensive Examination, COU 505, COU 510, COU 515, COU 525, COU 530, COU 540, COU 545, COU 555, EDU 505, EDU 506, PSY 500, PSY 524, PSY 535, or permission of the Program Coordinator.

A minimum of 600 hours of on-site internship experience in an approved public school setting under the supervision of an approved licensed school counselor. This option is available for students who are able to engage in a full-time internship experience. Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. Students are expected to have fieldwork experiences at more than one public school level. The portfolio is reviewed at the beginning of the first 300 hours, the Specialty Area Comprehensive Examination is administered at the end of the first 300 hours, and the portfolio is evaluated at the end of 600 hours of the internship experience. Three credits.

COU 597. INTERNSHIP IN AGENCY COUNSELING (600).

Prerequisites: Core Comprehensive Examination, COU 505, COU 520, COU 525, COU 530, COU 540, COU 545, COU 555, PSY 500, PSY 524, PSY 535, PSY 550, EDU 505, EDU 506, or permission of the program coordinator.

A minimum of 600 hours of on-site internship experience in an approved agency setting under the supervision of an approved supervisor licensed to practice independently (LPC preferred). This option is available for students who are able to engage in a full-time internship experience. Students must have counselor liability insurance in place prior to their internships. There is a 600 hours of on-site internship graduation requirement for all counseling degree programs. The portfolio is reviewed at the beginning of the first 300 hours, the Specialty Area Comprehensive Examination is administered at the end of the first 300 hours, and the portfolio is evaluated at the end of 600 hours of the internship experience. Three credits.

ECONOMICS

ECO 502. MANAGERIAL ECONOMICS.

A study of the principles underlying some of the key decisions in a modern business enterprise in the areas of production, product pricing, and resource demand. Attention is focused on the different industry structures in which firms operate (competitive, oligopolistic, etc.) as well as the nature and characteristics of consumer demand. Three credits.

EDUCATION

EDU 505. RESEARCH METHODOLOGY AND PRACTICUM.

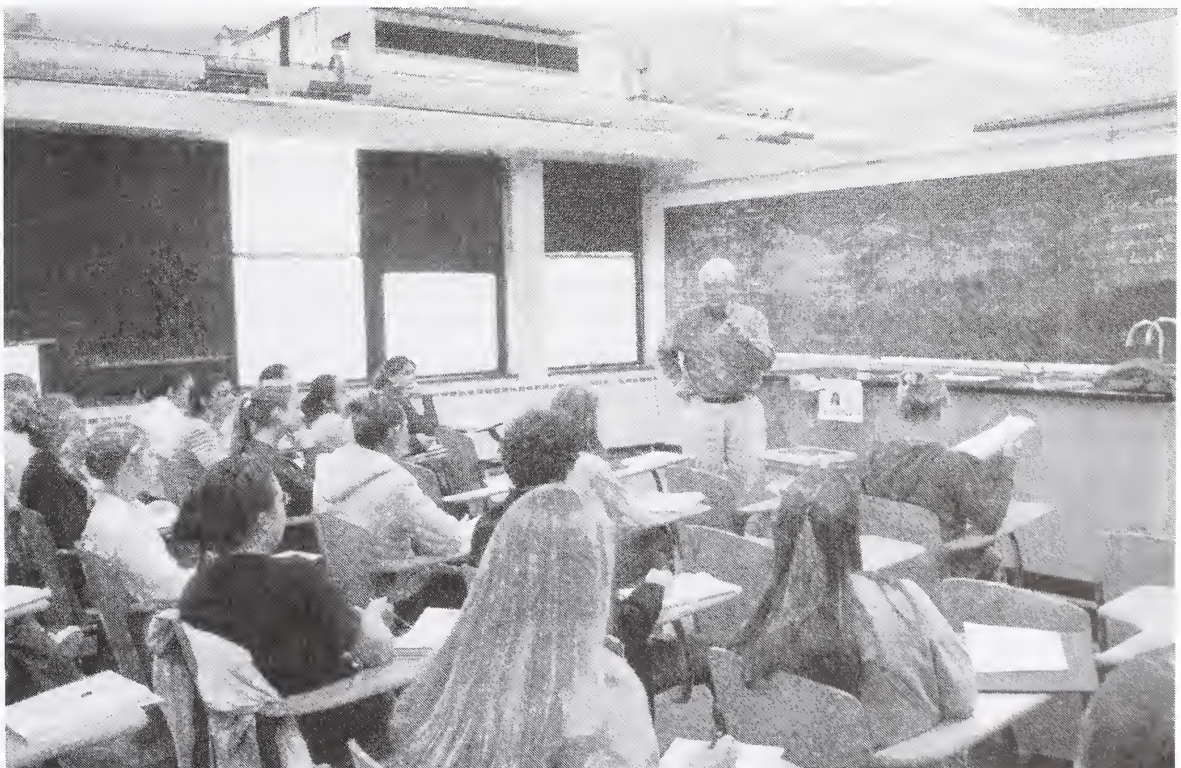
This course includes discussion of contemporary views of the nature of scientific inquiry and their relation to the general problem of knowledge. Students will acquire skills in statistics and research design and will implement a research study consistent with their degree program. Three credits.

EDU 506. CHILD, INDIVIDUAL, AND FAMILY DEVELOPMENT.

A family systems approach to development. Interdisciplinary coverage of development issues including physiological, emotional, intellectual, and social development. Emphasis will be placed on child and adolescent development within the context of the family. This course integrates the field of human development and family studies by recognizing that family functioning is dependent upon the interactions of its individual members, and that the family experience affects each individual's development across the life span. Three credits.

EDU 514. CURRENT TRENDS & ISSUES FOR LEADERS IN TODAY'S SCHOOLS.

A course designed to introduce current and future critical issues and resulting trends impacting the professions of education and school counseling. While the primary content for this course is dynamic, evolving as new trends and issues develop, emphasis will be placed on issues associated with ethics, respect and professionalism; legal implications and practices in education; diversity issues in the educating profession; the moral obligations of the teaching professional (as differentiated from "teaching morals"); education advocacy; leadership development; and the reflective, life-long learning code of the practicing education and counseling professional. Three credits.



EDU 567. THE YOUNG CHILD WITH HEARING IMPAIRMENT.

This course examines issues surrounding the young child and family of the young child with hearing loss. Students will be exposed to options for working with the young child with hearing loss as well as developing an understanding of the family culture when a member is hearing impaired. Specific interventions for working with the young child with hearing loss will be discussed. Three credits.

EDU 568. MENTORSHIP AND CONSULTATION IN BIRTH-KINDERGARTEN SETTINGS.

Advanced professionals must develop leadership skills to enable them to mentor novices and consult with colleagues. This course will include study in the mentor relationship and the developmental stages of a mentorship. The basics of consultation will be reviewed and built upon as students practice their skills. Focus in this course will be on working with childcare professionals, parents and mental health professionals working with the very young child. Three credits.

EDU 571. RESEARCH IN BIRTH-KINDERGARTEN CURRICULUM AND ENVIRONMENTAL DESIGN.

Prerequisite: EDU 262 or equivalent.

Building on basic knowledge of B-K curriculum and a foundational understanding of developmentally appropriate practice in inclusive settings, this course allows deeper study of curriculum and environmental design issues for the young child. Extensive study of philosophy and theory in learning environments for the very young. Focus on adapting curriculum and environments for low-incidence populations of disability in the very young as well as the effect of culture on curriculum and the learning environment. Three credits.

EDU 572. SPEECH, LANGUAGE, LITERACY AND COMMUNICATION DISORDERS.

This course examines communication issues for very young children, ages 0-5. Supporting communication in the natural environments, whether home or community setting, will be the focus of this course. Assessment techniques for working with the young child with communication delays/differences will be related to specific interventions. Three credits.

EDU 573. ADVANCED ASSESSMENT PRACTICUM IN BIRTH-KINDERGARTEN.

Prerequisite: EDU 363.

A focused study of informal and formal assessment tools and procedures for the infant, toddler, preschooler, and kindergartner. Study of both typically and atypically developing young children. Issues of reliability, validity, and bias are applied to tool selection and use. Ethical issues of assessing young children, evaluation of programs designed for young children, and a study of the research in the area of assessment of the younger child are all undertaken in this course. Fieldwork in actual assessment with young children required. Three credits.

EDU 581, 582, & 583. SPECIAL TOPICS.

Prerequisite: Approval of advisor.

The course is designed primarily for graduate students who may need 1-3 hours to satisfy their program requirements and who have an interest in the development of a major research or curriculum development projects. One, two, or three credits.

EDU 584. ADVANCED STUDY IN TYPICAL AND ATYPICAL CHILD GROWTH AND DEVELOPMENT, 0-5.

In-depth study of the child, age five and below, with typical and atypical development. An examination of cultural contexts in child development, effects of environmental risk factors, impact of developmental disabilities, and current research with a focus on applied theory. Particular emphasis on the first three years of life. Three credits.

EDU 590. ADVANCED INTERNSHIP IN BIRTH-KINDERGARTEN SETTINGS.

An opportunity to synthesize skills and competencies of the advanced program. Students will complete the internship in a leadership position. Three credits.

OCCUPATIONAL THERAPY

OCC 500. ADVANCED THEORY IN OCCUPATIONAL THERAPY.

Students critically examine major models of OT theory and research evidence related to mechanisms that contribute to therapeutic change. Includes discussion of the study of occupation as an academic discipline and OT research as applied science. Three credits.

OCC 510. SCIENTIFIC INQUIRY IN OCCUPATIONAL THERAPY.

Advanced study of concepts, models and ethics of research. Emphasis on literature review and research design, preparing students for development of a research proposal in OCC 511, and for implementation of thesis research. Three credits.

OCC 511. RESEARCH AND SEMINAR PROPOSAL DEVELOPMENT.

Continuation and application of principles and methods studied in OCC 510. Students meet in seminar with faculty research mentor to refine their thesis research question(s) and complete the development of the thesis research proposal, including the process of Human Subjects Review. Three credits.

OCC 520. NEUROBEHAVIORAL ISSUES.

Critical examination of research about classical and current theories of brain-behavior relationships and their application to problems encountered in occupational therapy with both adults and children. Particular attention paid to interaction between recovery of function and the use of occupationally-relevant treatment strategies. Three credits.

OCC 551. ADVANCED THEORETICAL PERSPECTIVE OF ADULTS AND OCCUPATION.

Students will learn about and evaluate various theories and models of service delivery for the complex OT needs of families and family members, incorporating the continuum from early childhood through old age. Three credits.

OCC 552. OCCUPATIONAL THERAPY EVALUATION MODELS FOR THE ADULT AND FAMILY.

Critical analysis of occupational therapy theories and strategies for the evaluation of adults and their families. Three credits.

OCC 570. ADVANCED PRECEPTORSHIP AND DATA COLLECTION IN COGNATE AREA.

Student will study in a setting relevant to their research proposal and will gather information in preparation for writing thesis. Three credits.

OCC 571. FIELDWORK II - A.

Prerequisite: Successful completion of all course work in the junior year and approval of the OT faculty.

First full-time clinical education experience for twelve weeks in a prearranged clinical setting where students work as student interns, evaluating and treating patients under the direct supervision of registered occupational therapists. Three credits.

OCC 572. FIELDWORK II - B.

Prerequisite: Successful completion of all course work in the junior year and approval of the OT faculty.

Second full-time clinical education experience for twelve weeks in a prearranged clinical setting where students work as student interns, evaluating and treating patients under the direct supervision of registered occupational therapists. Three credits.

OCC 590. SPECIAL TOPICS.

Upon approval by OT faculty, student will pursue study of special topic under guidance by a designated faculty member. Three credits.

OCC 599. THESIS.

Completion of thesis requirements culminating in a written thesis and formal presentation. Three credits.

PSYCHOLOGY

PSY 500. QUANTITATIVE METHODS FOR THE SOCIAL AND BEHAVIORAL SCIENCES.

A technology based study of the descriptive, correlational, and inferential statistics frequently used by counselors and consultants. The selection and application of procedures appropriate to specific types of counseling research, program evaluation, test standardization, and mental measurement will be emphasized. Three credits.

PSY 524. PSYCHOLOGICAL AND EDUCATIONAL TESTING AND APPRAISAL.

Prerequisites: PSY 500.

A study of basic psychometric and non-testing assessment methods. Practical application of measurement concepts will be provided through the administration, interpretation, and evaluation of tests and non-testing appraisal techniques commonly used in counseling. Students will demonstrate their ability to develop test interpretations and to consult with parents, teachers, and other mental health professionals through written reports and interview sessions. The course will include the quantitative aspects of testing and an examination of the legal/ethical problems involved in testing and other issues of concern when testing diverse populations. Three credits.

PSY 530. PSYCHOLOGY OF PERSONALITY.

(Persons who have taken PSY 330 may not enroll in the graduate level course.)

Introduction to personality theory, assessment, research, and development. Special opportunity will be given for the student to do some assessment of his or her own personality as a basis for understanding the theoretical material. The student taking this course for graduate credit will be required to do research into the original writings of one of the personality theorists covered and write a paper showing a

deeper understanding of some aspect of this theory. The paper will be 12-15 pages in length, written with ample reference to original sources. Three credits.

PSY 535. DIVERSITY ISSUES FOR HELPING PROFESSIONALS.

This course examines the influence of culture in counseling and educational theory and practice; reviews the current research and literature concerning cultural issues; enables students to examine their own biases and how they will deal with these as human service professionals; and offers discussion on the impact of cross-cultural issues on professional behavior, client/student behavior, the counselor/educator relationship, mental health service, and educational delivery systems. Three credits.

PSY 550. SPIRITUAL DIMENSIONS OF COUNSELING.

Prerequisite: Undergraduate Psychology major, graduate standing, or approval of the instructor.

This course covers the spiritual aspects of counseling. Three credits.

PSY 551. PSYCHOPATHOLOGY, DIAGNOSIS, & TREATMENT PLANNING.

Students will gain understanding of the strengths, limitations, and appropriate uses of leading assessment tools in the diagnosis of mental disorders. The major diagnostic groups included in the most current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM IV) will be reviewed with attention to differential diagnosis and multicultural considerations. Opportunities to analyze, synthesis and apply knowledge and skills will be provided as students gain experience in assessing, diagnosing, and developing treatment plans for clients. Three credits.

PSY 560. FOUNDATIONS OF MARRIAGE AND FAMILY THERAPY.

This course provides an overview of leading theories, models, and techniques of marriage and family counseling, with an emphasis on a systems approach. Opportunities are provided to explore inter- and intra-dynamics of family systems from both theoretical and personal perspectives. The complex nature of relationships will be studied, as well as "families of origin" influences on the individuals within these relationships. Three credits.

PSY 565. MARITAL THERAPY.

Marital therapy is a course about couples and the unique characteristics of this relationship. The course provides an overview of current models of couples therapy and emphasizes counseling techniques. The course explores recognized areas of conflict in marriage and requires students to utilize research information for professional judgments related to treatment modalities. A graduate seminar format will be utilized. Three credits.

PSY 570. FAMILY COUNSELING.

This course focuses on a systems approach to family counseling and is designed to enhance family counseling knowledge and skills. Students are challenged to approach family counseling issues from a practitioner-scientist perspective, integrating and applying research-based knowledge and skills in helpful and ethical ways. Three credits.

PSY 573. SUBSTANCE ABUSE COUNSELING.

This entry-level course provides counselors and other human service workers an overview of the substance abuse process. Specific emphasis will be placed upon

counseling those with substance abuse concerns and facilitating changes within their environmental systems (e.g., marriage, family, work, etc.). Students will develop conceptual knowledge, skills, and self-awareness concerning substance abuse etiology, assessment, diagnosis, and treatment planning through assigned readings, seminar discussions, videotapes, lectures, field experiences, and case presentations. Three credits.

PSY 581, 582, & 583. SPECIAL TOPICS.

Prerequisite: Undergraduate Psychology major, graduate standing, or approval of the instructor.

This course is designed to cover a special topic or issue not covered in depth in other courses. May be repeated each time the topic changes. One, two, or three credits.

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Jearld L. Leonhardt '69, Executive VP & CFO, CommScope, Inc., Hickory, NC

Wilbur E. Mann III '73, VP-Eastern Division, Hickory Springs Mfg., Hickory, NC

J. Anthony Rose, President & CEO, Catawba Valley Medical Center, Hickory, NC

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Charles F. Cooke, B.S., Ph.D., Director of Institutional Research

Kathy M. Hahn, B.A., M.L.A., Registrar

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Kathy Ivey, B.A., M.A., Ph.D., Chair of Faculty Assembly, Chair of the School of Communication and Literature, Director of the Center for Communication and Learning, Coordinator of Communication Across the Curriculum, and Professor of English

Lynda Kirby, B.A., Coordinator of International Education

Mary R. Ledford, A.A.S., Administrative Assistant, Registrar

William Mauney, B.A., M.A., Director of Broyhill Institute, Chair of the School of Social and Behavioral Sciences, and Professor of Economics

Deana McMurtry, A.A.S., Administrative Assistant, Dean of Academic Programs

David Ratke, B.A., M.A., M.Div., Ph.D., Associate Professor of Religion and Co-Director of the Honors Program

Linda Tyrone, Administrative Assistant, Registrar

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Richard R. Nichols, B.S., Human Resource Director
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Otis Pitts, Jr., B.S., Director of Physical Plant
Debbie Punch, B.A., C.P.A, Director of Student Accounts
Robert Ridenour, B.A., Housekeeping Manager
Steve Shumaker, B.S., B.A., Controller
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Brandon Thompson, A.S., Help Desk Support Specialist

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Margaret Allen, B.A., M.A., Assistant Director of Marketing and Communication
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Perrell Bess, B.A., Admissions Counselor
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Shana Hewitt, Administrative Assistant, Admissions
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Melody Laney, Coordinator, Federal Grants and Work Study
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Richard Duncan, B.S., M.B.A., Director of Planned Giving
Vickie Eckard, A.A.S., B.A., Director of Development Operations
J.C. Epting, B.A., Director of Church Relations
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Diana Parker, B.A., Director of Annual Fund
Krystal Phillips, B.A., Director of President's Society
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Linda Suggs, Administrative Associate, Advancement Office

DIVISION OF INTERCOLLEGIATE ATHLETICS

Neill McGeachy, Jr., B.A., Director of Intercollegiate Athletics

Todd Anderson, Assistant Football Coach

Shaffney Beaver, Administrative Assistant, Athletics

Will Beddingfield, B.A., Head Women's Soccer Coach

Travis Bland, Head Men's and Women's Golf Coach

Adrian Blewitt, B.S., M.L.A., Head Men's Soccer Coach

Ron Boyd, Assistant Football Coach

Michael Flicker, B.A., M.A., A.T.C.-L., Assistant Athletic Trainer

Allan Gerber, Assistant Football Coach

John Hendricks, Assistant Baseball Coach

Wayne Hicks, B.S., M.S., Head Football Coach

Brian Hill, M.P.E., Associate Head Football Coach

Shena Bowman-Hollar, B.S., M.A., Head Softball Coach and Senior Women's Administrator

John Karrs, B.A., Sports Information Director

Todd Lawing, B.A., M.B.A., Assistant Athletic Director and Director of NCCA Compliance and Facilities

Bryan Lentz, B.A., Assistant Men's Basketball Coach

John Lentz, B.A., M.A., Head Men's Basketball Coach

Frank Pait, B.A., Head Baseball Coach

Dave Markland, B.S., M.A., Head Volleyball Coach

Michael R. McGee, B.A., M.A., A.T.C.-L., Ed.D., Associate Professor of Healthful Living & Sports Studies and Head Athletic Trainer

Todd Starkey, B.S., Head Women's Tennis Coach, Assistant Men's Basketball Coach, and Acting Head Women's Basketball Coach

Jason Stewart, B.S., Head Men's & Women's Cross Country and Track & Field Coach

Luis Velez, B.S., M.A., Assistant Athletic Trainer

Lanica Williams, B.S., Assistant Women's Basketball Coach

RUDISILL LIBRARY

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Diane Bostwick, Technical Services Assistant

Gregory N. Callahan, A.S., B.S., Assistant to the Director

Donna L. Daily, B.S., Technical Processing

VACANT, TV Studio Manager

Kevin Karrs, B.S., M.S.L.S., Media Librarian

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Burl McCuiston, B.A., M.Ln., Acquisitions & Reference Librarian

Carolyn Schweikert, B.Ed., M.S.L.S., Circulation Librarian

Julie Sipe, B.A., M.B.A., Media Services Assistant

Caryn Sumic, Technical Processing

STUDENT AFFAIRS ADMINISTRATION

Anita Johnson Gwin, B.A., M.A., Vice President of Student Affairs & Dean of Students

Trula Baker, A.A.S., Assistant Director, Support Services for Deaf and Hard-of-Hearing Students

Aphrodite Beidler, B.A., M.Ed., M.A., Director of Career and Personal Development

Stuart Blackmon, Assistant Director, Safety & Security

Melissa Bovard, A.A.S., Postsecondary Educational Interpreter, Support Services for Deaf and Hard-of-Hearing Students

Rebecca Brinkley, Postsecondary Educational Interpreter, Support Services for Deaf and Hard-of-Hearing Students

Tonda Coffey, R.N., B.S.N., Director of Health Services

Paula Craig, Security Officer

Deborah Dunham, B.A., Administrative Assistant, Security

Shawn Frank, B.A., M.A., Director of Deaf and Hard-of-Hearing Services and Disability Services

Leonard Geddes, B.A., M.A., Assistant Dean of Students

Bruce Hayden, B.S., M.S., Associate Dean of Students

Charles Johnson, Security Officer

Brian Lovelace, Security Officer

Janet Matthews, A.A.S., Events Services Director

Kate McClure, B.A., Bookstore Manager

Sherry Proctor, B.S., Postsecondary Educational Interpreter, Support Services for Deaf and Hard of Hearing Students

Emma Sellers, B.S., Area Coordinator/Multicultural Services

Becky Sharpe, B.A., M.A., Administrative Associate, Vice President for Student Affairs & Dean of Students, Counseling Center

Janette Sims, B.S., M.A.T., Ed.D., Disabilities Coordinator

Kriss Smith, B.A., Director of Food Services

Laurie Speidel, A.S., Postsecondary Educational Interpreter, Support Services for Deaf & Hard-of-Hearing Students

Samantha Wendel, Area Coordinator/Intramurals

Chuck Willis, B.A., M.A., Director of Student Involvement and Price Village

Scott Woodard, Auditorium Manager & Technical Director

Tony Wright, Security Officer

Norris Yoder, B.A., Director of Security Services

OTHER ACADEMIC STAFF

Blenda Clegg, Administrative Assistant, School of Natural Sciences

Dottie Crafton, Administrative Assistant, School of Social and Behavioral Sciences and the School of Communication and Literature

Pam Deal, B.A., Administrative Assistant, Charles M. Snipes School of Business

Joe Dorsch, B.A., Administrative Assistant, School of Fine Arts

Denise Frye, B.A., Administrative Assistant, Occupational Therapy Division, School of Health Sciences

Judy Hagans, Administrative Assistant, School of Education and Campus Pastor

Christy Harvey, A.A., Administrative Assistant, Nursing Division, School of Health Sciences

Beverly Hefner, B.A., Administrative Assistant, School of History, Philosophy, and Religion; Lineberger Center; RIPPELL

Joyce Stewart, B.A., Administrative Assistant, Healthful Living and Sports Studies

FACULTY EMERITI

Barbara B. Andrew, Professor Emerita of Education, 1977-1999. B.A., Lenoir-Rhyne College; M.A., Ed.S., Appalachian State University.

John W. Bisbee, Professor Emeritus of Biology, 1974-2003. A.B., St. Olaf College; Ph.D., University of Pittsburgh.

Douglas W. Burton, Professor Emeritus of Art, 1969-2001. B.A., Kearney State College; M.A., University of Iowa; additional graduate study at Colorado State College.

- Ronald G. Butler**, Professor Emeritus of Mathematics, 1986-2006. B.S., M.S., Illinois State University; Ed.D., Oklahoma State University.
- David Y. P. Chou**, Professor Emeritus of Chemistry, 1956-1988. B.S., Tokyo Institute of Technology; Ph.D. Ohio State University; additional graduate student at the University of Tokyo, University of North Carolina at Chapel Hill, University of Kansas, University of Tennessee.
- Beverly F. Craig**, Professor Emerita of Education, 1971-2003. B.S., University of Maryland; M.S.N., University of North Carolina at Chapel Hill; Ed.D., Virginia Polytechnic Institute & State University.
- Howard R. Craig**, Professor Emeritus of Chemistry, 1968-2003. A.B., Dartmouth College; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study at the University of Bordeaux (France), and College of William & Mary.
- Mary Jo Danner**, Professor Emerita of Nursing, 1984-2003. Diploma, Davis Hospital School of Nursing; B.S., Pfeiffer College; B.S.N., M.Ed., M.S.N., University of North Carolina at Charlotte.
- Robert E. Eckard**, Professor Emeritus of Spanish, 1967-2006. B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Kentucky.
- Frances W. Fitz**, Professor Emerita of Business, 1966-1988. B.S., Winthrop College; M.A., Appalachian State University; additional graduate study at Appalachian State University, University of North Carolina at Chapel Hill, University of Southern California.
- Libby L. Gabriel**, Professor Emerita of Music, 1971-1991. B.S., Julliard School of Music; M.M., Northwestern University, D.M., Florida State University.
- Emmanuel Gitlin**, Professor Emeritus of Religion, 1968-1991. B.A., Texas Christian University; M. Div., Ph.D., Duke University; additional graduate study at Johns Hopkins University, University of Chicago, Union Theological Seminary.
- Harold Haas**, Professor Emeritus of Psychology, 1979-1995. B.A., M.Div., Concordia Seminary; M.A., Washington University; Ph.D., University of Buffalo; U.S.P.H.S., post-doctoral fellow, A.B.P.P., Diploma in Clinical Psychology.
- Barbara A. Herman**, Professor Emerita of English, 1969-2002. A.B., Lenoir-Rhyne College; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Suzanne K. Jeffers**, Professor Emerita of English, 1959-1999. B.A., Bryn Mawr College; M.A., Ph. D., University of North Carolina at Chapel Hill; additional graduate study at Shakespeare Institute, University of Birmingham, Stratford-upon-Avon.
- Marion H. Love**, Professor Emerita of Education, 1972-2005. B.A., M.A.T., Rollins College; Ph.D., Ohio State University; additional study at the University of the Americas (Mexico), Duke University, and University of Cambridge (England). Fulbright Award Recipient, Germany (2001).
- Larry Lowder**, Professor Emeritus of Music, 1969-1997. B.M., M.M., Westminster Choir College; additional graduate study at the University of the State of New York at New Paltz and the University of North Carolina at Greensboro.
- David J. Ludwig**, Professor Emeritus of Psychology, 1976-2006. B.A., Concordia Senior College; M. Div., Concordia Seminary; M.A., Ph.D., Washington University.
- Ronald G. Mahan**, Professor Emeritus of English, 1968-2002. B.A., Wittenberg University; M.A., University of Tennessee; additional graduate study at the University of Tennessee.
- Rose S. Mahan**, Professor Emerita of English, 1968-2002. B.A., St. Lawrence University; M.A., Ph.D., University of Rochester.
- E. Ray McNeely, Jr.**, Professor Emeritus of Music, 1966-1999. A.B., Lenoir-Rhyne College; M.M., University of North Carolina at Greensboro; additional graduate study at University of Paris/Sorbonne (France), University of North Carolina at Greensboro; Westminster Choir College.

Keith Ochs, Professor Emeritus of Healthful Living and Sports Studies, 1970-1998. B.S., Fort Hays State University; M.A., Ph.D., University of Alabama.

Lorene H. Painter, Professor Emerita of Education, 1959-1999. B.A., Lenoir-Rhyne College; M.A., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

Joan Parkinson, Professor Emerita of Education, 1963-1997. B.A., Maryville College; M.A., University of Kentucky; Ph.D., University of North Carolina at Chapel Hill; additional graduate study at George Peabody College for Teachers, Memphis State University.

A. Curtis Paul, Director Emeritus of Learning Resources Center, 1976-2003. B.S., California State College; M.Div., Northwestern Lutheran Theological Seminary; M.S.L.S., University of Minnesota; additional graduate study at Dropsie University.

Thelma Rast, Professor Emerita of Music, 1946-1993. B.A., Columbia College; M.A., Peabody College; additional graduate study at Julliard School of Music, New England Conservatory of Music and University of Iowa; L.H.D., Lenoir-Rhyne College.

Marilyn Richards, Professor Emerita of Healthful Living and Sports Studies, 1973-1997. B.S., M.S., Louisiana State University; Ed.D., University of Georgia.

William H. Shuford, Professor Emeritus of Spanish and Modern and Classical Languages, 1969-1999. B.A., Lenoir-Rhyne College; M.A., University of Florida; Ph.D., University of North Carolina at Chapel Hill; additional graduate Study at the University of Madrid (Spain) and National University of Mexico.

Lloyd B. Smith, Jr., Professor Emeritus of Mathematics, 1967-1997. B.S., Southwestern at Memphis; M.S., Louisiana State University; additional graduate study at University of North Carolina at Chapel Hill.

Robert L. Spuller, Professor Emeritus of Biology, 1968-1999. B.S., M.S., Purdue University; M.S., Ph.D., University of Michigan.

W. Clyde Taylor, Jr., Professor Emeritus of Education, 1963-1995. B.A., Catawba College; M.A., Ph.D., University of North Carolina at Chapel Hill.

Theodore J. Thuesen, Professor Emeritus of Sociology, 1967-1994. B.A., Augustana College; M.A., University of Iowa; M.Div., Lutheran School of Theology at Chicago; additional graduate study at University of Oregon, University of Washington and Appalachian State University.

Kermit S. Turner, Professor Emeritus of English, 1967-2001. B.A., Lenoir-Rhyne College; M.A., University of Arkansas; M.F.A., University of North Carolina at Greensboro.

FACULTY

*Approved Graduate Faculty

**Harlaxton College Professor, Fall 2006

H. Lowell Ashman, Professor of Political Science, 1975. B.A., M.A., Brigham Young University; Ph.D., University of Utah.

Dale Bailey, Associate Professor of English, 2002. B.A., Bethany College; M.A., Ph.D., University of Tennessee at Knoxville.

Theresa Barrett, Associate Professor of Education, 2004. B.S., M.A., University of Tennessee; Ed.S., Ed.D., Appalachian State University.

***Ray (Von) Beatty**, Associate Professor of Counseling, 2003. B.S., University of North Carolina at Pembroke; M.Ed., Ph.D., University of North Carolina at Chapel Hill.

Russell E. Benton, Professor of History, 1967. B.A., Erskine College; M.A., Stetson University; Ph.D., Louisiana State University; additional graduate study University of North Carolina at Chapel Hill, University of Vienna (Austria), Rollins College; post-doctoral study Cambridge University (England).

- Bjarne Berg**, Assistant Professor of Computer Science, 2003. B.S., B.A., Appalachian State University; M.B.A., East Carolina University; D.B.A., University of Sarasota.
- John M. Blakey**, Professor of Classics, 1973. B.A., Dartmouth College; M.A., Ph.D., University of North Carolina at Chapel Hill; additional graduate study—American Academy in Rome.
- Philip E. Blosser**, Professor of Philosophy, 1984. B.A., Sophia University (Japan); M.A., Westminster Theological Seminary; M.A., Villanova University; Ph.D., Duquesne University.
- Sylvia E. Bradshaw**, Associate Professor of Nursing, 1992. B.S., Lenoir-Rhyne College; M.S.N., University of North Carolina at Charlotte.
- Rand P. Brandes**, Professor of English, Martin Luther Stevens Professor, Fulbright Scholar to Ireland, Writer-in-Residence, 1988. B.A., Hanover College; M.A., Ph.D., Emory University.
- Helen Briggs**, Assistant Professor of Physics, 1981. B.S., Appalachian State University; M.S., Auburn University.
- Douglas Burkholder**, Associate Professor of Mathematics, 2004. B.A., McPherson College; Ph.D., University of Iowa.
- Dale F. Burnside**, Professor of Biology, 1974. B.A., University of Cincinnati; Ph.D., University of Florida.
- John A. Cheek**, Professor of Music, 1998. B.M., Indiana University; M.M., S.U.N.Y. at Stony Brook; D.M.A., Manhattan School of Music. Fulbright Scholar to Armenia, 2001.
- Kathryn F. Collins**, Professor of Nursing, 1975. B.S., College of St. Scholastica; M.N., University of South Carolina; additional graduate study at the University of North Carolina at Greensboro.
- Charles F. Cooke**, Professor of Physics, 1964. B.S., Lenoir-Rhyne College; Ph.D., University of North Carolina at Chapel Hill.
- Scott Alan Coppock**, Visiting Instructor of Mathematics, 2006. B.S., Buena Vista College; M.S., Appalachian State University.
- Frances Crocker**, Assistant Professor of Education, 2002. B.A., Lenoir-Rhyne College; M.A., Appalachian State University; Ed.S., Barry University; Ph.D., University of North Carolina at Greensboro.
- Paul A. Custer**, Assistant Professor of History, 2002. B.A., University of Chicago; M.A., Ph.D., University of Iowa.
- Joyce Davis**, Assistant Professor of Education, 2005. B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Charlotte.
- *Jay C. Dill**, Associate Professor of Psychology, 1997. B.S., University of Alabama at Birmingham; M.A., Ph.D., University of Missouri at Columbia.
- Karen E. Dill**, Associate Professor of Psychology, 1997. B.A., M.A., Ph.D., University of Missouri at Columbia.
- Michael Dugan**, Alex-Lee Professor of Business and Chair of the Charles M. Snipes School of Business, 2005. B.A., St. Michael's College, University of Toronto; M.B.A., Syracuse University.
- Marsha E. Fanning**, Professor of Biology and Chair of the School of Natural Sciences, 1973. B.A., Columbia College; Ph.D., University of Georgia.
- Teresa Giese**, Assistant-in-Instruction in Nursing, 2001. B.S., Western Carolina University; MSN University of North Carolina at Greensboro.
- Joseph D. Glass**, Professor of Religion, 1964. B.A., Duke University; B.D., Lutheran Theological Southern Seminary; M.A., Ph.D., Yale University; post-doctoral fellow at Emory University.

- Lisa M. Harris**, Assistant Professor of Communication, 1999. B.S., Appalachian State University; M.S., Pfeiffer University.
- Jennifer L. Heller**, Assistant Professor of English, 2005. B.A., Cornell College; M.A., Ohio State University; Ph.D., University of North Carolina at Chapel Hill.
- Timothy Hicks**, Associate Professor of Art, 2004. B.S., M.S., North Carolina Agricultural & Technical State University; Ph.D., The Pennsylvania State University.
- Judith J. Hilton**, Associate Professor of Nursing, 1993. B.S., Lenoir-Rhyne College; M.S.N., University of North Carolina at Charlotte; Ph.D., Duquesne University.
- Carolyn B. Huff**, Professor of History, 1969. B.A., Maryville College; M.A., Ph.D., University of North Carolina at Chapel Hill; post-doctoral study at Atlanta University.
- Richard G. Hull**, Professor of Mathematics and Computing Sciences and Chair of the School of Computing Sciences and Mathematics, 1987. B.A., University of Rochester; M.A., M.S., State University of New York at Buffalo.
- Thomas W. Huss**, Assistant-in-Instruction in Biology, 1966. B.A., Lenoir-Rhyne College; M.A., Appalachian State University.
- Kathy J. Ivey**, Professor of English, Chair of the School of Communication and Literature, Director of the Center for Communication and Learning, and Coordinator of Communication Across the Curriculum, 1991. B.A., Duke University; M.A., Ph.D., University of Rochester.
- Sarah H. Jackson**, Professor of Occupational Therapy, 1995. B.A., Duke University; M.S., Virginia Commonwealth University; A.B.D., Ph.D., George Mason University.
- Linda S. Johanson**, Assistant Professor of Nursing, 2002. A.D.N., Lincoln Land Community College; B.A.N., Sangamon State University; M.S., University of Illinois Medical Center; Ed.D., Northern Illinois University.
- Daniel M. Johnson**, Visiting Assistant Professor of Biology, 2006. B.S., North Carolina State University; M.S., North Carolina State University; Ph.D., Wake Forest University.
- Florence Jowers**, Associate Professor of Music, 1996. B.M., Stetson University; M.M., Yale University School of Music.
- Kevin J. Karrs**, Media Librarian, 1985. B.S., Ed. M.S.L.S., Clarion University of Pennsylvania.
- *A. Dale King**, Jefferson-Pilot Professor of Business, 1984. B.S., M.S., Radford University; Ph.D., Colorado State University; additional graduate study at Virginia Polytechnic Institute & State University.
- *J. Wayne King**, Professor of Business, 1984. B.S., M.A., Appalachian State University; Ph.D., Colorado State University; additional graduate study at Virginia Polytechnic Institute & State University.
- Daniel W. Kiser**, Professor of Music and Chair of the School of Fine Arts, 1992. B.M., M.M., Southern Illinois University at Carbondale; D.M.A., University of Illinois at Urbana.
- Sarah Kuliniski**, Assistant Professor of Nursing, 2006. B.S., Lenoir-Rhyne College; M.S.N., University of North Carolina at Greensboro; M.A., Appalachian State University.
- Bohdan B. Kuropas**, Professor of French and Director of International Business Program, 1974. B.A., M.A., Pennsylvania State University; Ph.D. Case Western Reserve University.
- Ashley Long**, Assistant Professor of Healthful Living and Sports Studies, 2005. B.S., Wingate University; M.A., Ohio University; Ph.D., University of Mississippi at Oxford.
- Joseph S. Mancos**, Professor of Political Science, 1986. B.A., Boston University; M.S., University of Missouri; Ph.D., University of Maryland.

- William M. Mauney**, Centennial Professor of Economics, Director of the Broyhill Institute and Interim Chair of the School of Social & Behavioral Sciences, 1967. B.A., Lenoir-Rhyne College; M.A., Appalachian State University; additional graduate study at Emory University, University of Florida and University of North Carolina at Chapel Hill.
- George A. Max**, Professor of Chemistry, 1970. B.A., Wartburg College; M.S., Iowa State University; Ph.D., Kansas State University; post-doctoral study at the University of Iowa.
- Richard Mazak**, Professor of Physics, 1991. B.A., Concordia Seminary; M.A., Ph.D., University of Texas at Austin.
- Patrick J. McConnell**, Visiting Assistant Professor of Communication, 2006. B.A., Humboldt State University; M.A., UNC-Charlotte; Ph.D., University of Georgia.
- Burl McCuiston**, Acquisitions and Reference Librarian, 1975. B.A., Wake Forest University; M. Ln., Emory University.
- Karen McDougal**, Professor of Biology, 1990. B.A., Vanderbilt University; M.A., Ph.D., University of North Carolina at Chapel Hill.
- Michael R. McGee**, Associate Professor of Healthful Living & Sports Studies and Director of the Sports Medicine Program, 1993. B.A., M.A., University of North Carolina at Chapel Hill; Ed.D., University of North Carolina at Greensboro.
- *Gail B. Miles**, Michael Peeler Professor of Computing Sciences, 1985. B.S., Pembroke State University; M.Ed., M.S., Ed.S., Ph.D., University of Florida.
- Rufus L. Moretz**, Professor of Religion, 1968. B.A., Lenoir-Rhyne College; B.D., Lutheran Theological Southern Seminary; Ph.D., Duke University.
- Walter Murphy**, Associate Professor of Psychology, 1996. B.A., Harvard University; M.A., Ph.D., University of Rochester; post-doctoral study at Vanderbilt University Medical School.
- *Christopher C. Nigrelli**, Associate Professor of Music, 1997. B. Mus.Ed., Western Michigan University; M.M. University of Michigan; D.M.A., University of Illinois at Urbana at Champaign.
- Toni Oakes**, Assistant Professor of Occupational Therapy, Fieldwork Coordinator and Interim Division Head of Occupational Therapy, 1996. B.A., Randolph-Macon College; M.S., Medical College of Virginia.
- Arturo Ortiz**, Professor of Spanish, 1993. B.A., M.A., City College of New York; Ph.D., University of Washington.
- *Janet Painter**, Assistant Professor of Education and Interim Chair of the School of Education, 2004. B.A., Lenoir-Rhyne College; M.Ed., University of North Carolina at Charlotte; Ph.D., University of North Carolina at Greensboro.
- Katherine Pasour**, Associate Professor of Healthful Living and Sports Studies and Chair of the School of Health Sciences, 1997. B.A., M.A., Appalachian State University; Ph.D., University of North Carolina at Greensboro.
- Wayne B. Powell**, President, 2000. B.S., Texas Lutheran College; M.S., Texas A & M University; Ph. D., Tulane University.
- Augustin F. L. Quilici**, Professor of French, 1975. B.S., M.A., Appalachian State University; Ph.D., University of Maryland.
- **David C. Ratke**, Associate Professor of Religion, 1999. B.A., University of Alberta (Canada); M.A., Graduate Theological Union; M. Div., Pacific Lutheran Theological Seminary; Ph.D., Universitat Regensburg (Germany).
- Barbara Rauscher**, Instructor in Nursing and Clinical Lab Supervisor, 2006. B.S., Duquesne University; M.S.N., University of North Carolina at Greensboro.

- Linda W. Reece**, Professor of Nursing & Nursing Division Head, 1981. B.S., Berea College; M.S., Texas Women's University; Ph.D., University of North Carolina at Greensboro.
- ***Ted E. Reingold**, Associate Professor of Business, 1998. B.A., S.U.N.Y. of Plattsburg; M.B.A., D.B.A., Golden Gate University.
- Forest J. Rennick**, Professor of Physics, 1985. B.A., Hastings College; M.S., Ph.D., New Mexico State University.
- ***William A. Richter**, Professor of Communication, 1992. B.A., Columbia College; M.S., Arkansas State University; Ph.D., University of Tennessee at Knoxville.
- Paulina Ruf**, Assistant Professor of Sociology, 2006. B.A., Hope College; M.A., Western Michigan University; Ph.D., Western Michigan University.
- Antonio S. Santo**, Assistant Professor of Healthful Living and Sports Studies, 2005. B.S., LeMoyne College; M.S., University of Nevada at Las Vegas; Ph.D., State University of New York at Buffalo.
- Scott Schaefer**, Visiting Assistant Professor of Biology, 2006. B.S., University of Illinois at Urbana; Ph.D., University of Illinois at Urbana-Champaign.
- Eric J. Schramm**, Associate Professor of Spanish, 1999. B.A., Western Michigan University; M.A., Ph.D., University of Florida.
- Werner Schulz**, Professor of German and Chair of the School of Modern and Classical Language, 1986. B.A., M.A., Ph.D., University of Oregon.
- Carolyn B. Schweikert**, Circulation Librarian, 1990. B.Ed., Bowling Green State University; M.S.L.S., University of Kentucky.
- Stephen C. Scott**, Associate Professor of Biology, 1995. B.S., Kings College; M.A., Gordon-Conwell Theological Seminary; M.D., Medical College of Virginia; resident at Mayo Graduate School of Medicine and Fellow at University of North Carolina School of Medicine.
- Marilyn Seymour**, Visiting Assistant Professor of English, 2006. B.A., UNC-Charlotte; M.A., Old Dominion University; Ph.D., University of Tulsa.
- ***Robert N. Simmons Jr.**, Catawba Valley Professor of Business, 1976. B.S., Western Kentucky University; M.A., Appalachian State University; Ph.D., Colorado State University; additional graduate study at Georgia State University.
- Joseph L. Smith**, Assistant Professor of Healthful Living and Sports Studies and Program Coordinator for Sports Management, 1998. B.A., Lenoir-Rhyne College; M.A., Appalachian State University.
- John Sorenson**, Executive Vice President and Professor of Sociology, 2003. B.A., Augsburg College; Certificate in Theology, Luther Theological Seminary; M.S., Florida State University; Ph.D., Florida State University.
- Andrew Steele**, Assistant Professor of Chemistry, 2005. B.S., Carnegie-Mellon University; M.P.M., Western Carolina University; Ph.D., Indiana University.
- Joseph Sturgeon**, Associate Professor of Theatre, 2000. B.A., Northern Kentucky University; M.F.A., University of North Carolina at Greensboro.
- ***Gail L. Summer**, Professor of Education and Dean of Academic Programs, 1993. B.S., Indiana University; M.Ed., University of South Carolina; Ed.D., University of North Carolina at Greensboro.
- Rebecca Tart**, Associate Professor of Biology, 1998. B.S., North Carolina State University, Ph.D., Wake Forest University. (On leave 2006-07.)
- Kerry Thompson**, Associate Professor of Nursing, 1990. B.S., University of North Carolina at Chapel Hill; M.S.N., University of North Carolina at Greensboro.
- Kathryn Tinkelenberg**, Assistant Professor of Nursing, 2002. B.S.N., M.S.N., Ohio State University.

***Richard Von Dohlen**, Professor of Philosophy, 1970. B.A., Gordon College; M.Div., Westminster Theological Seminary; Ph.D., Boston University; additional graduate study at S.U.N.Y. at Binghamton, University of Chicago, University of Virginia.

Sarah R. Wallace, Professor of Business, 1976. B.A., Lenoir-Rhyne College; M.A., Appalachian State University.

Paul Weber, Associate Professor of Music, 1996. A.A., Concordia College, Bronxville; B.A., Concordia Senior College, Ft. Wayne; M.M., Washington University; M.Div., Christ Seminary at St. Louis; M.M.A., Yale University School of Music; D.M.A., University of Iowa.

Gabriele W. Weinberger, Professor of Languages and English, 1989. M.A., Regensburg University; M.A., Ph.D., Ohio State University.

***Kathleena M. Whitesell**, Professor of Education, Director of Deaf and Hard of Hearing Education Program, 1991. B.A., Lenoir-Rhyne College; M.A., California State University at Northridge; Ed.D., University of Cincinnati. (On leave 2006-07.)

Patricia P. Wike, Associate Professor of Business, 1988. B.A., M.B.A., East Carolina University; additional graduate study at the University of North Carolina at Charlotte and Western Carolina University.

Shaun Williams, Assistant Professor of Chemistry, 2006. B.A., Capital University; Ph.D., Ohio State University.

Robert Winter, Professor of Art, 1982. B.A., M.F.A., National University of Cordoba (Argentina); H.C.D., European University in Paris; additional graduate study at the National University of Cordoba.

Amy Wood, Assistant Professor of Counseling, 2006. B.A., Wake Forest University; M.A., Lenoir-Rhyne College; Ph.D., UNC-Greensboro.

Beth Ann Wright, Assistant Professor of Sociology, 2005. B.S., Union University; M.A., Memphis State University; Ph.D., North Carolina State University.

***Jeffrey J. Wright**, Professor of Economics, 1989. B.A., M.A., University of Rhode Island; Ph.D., University of Connecticut.

J. Larry Yoder, Professor of Religion, Director of The Center for Theology, Director of the Lineberger Center for Cultural and Educational Renewal, and Chair of the School of History, Philosophy, and Religion, 1977. B.A., Lenoir-Rhyne College; M.Div., Lutheran Theological Southern Seminary; Ph.D., Duke University.

PART-TIME FACULTY

Robert Allen, Religion. B.A., Lenoir-Rhyne College; B.D., Th.M., Lutheran Theological Seminary; D.D., Lenoir-Rhyne College.

Jan Austin, Mathematics. B.A., M.S., Appalachian State University.

Richard Bell, Political Science. B.A., Lenoir-Rhyne College; M.A. Appalachian State University.

Rodney Bobak, History. B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Greensboro.

Jeana N. Borman, Music. B.A., Emory & Henry College; M.M., Illinois State University.

Leonard Brendel, Music. B.A., University of North Carolina at Chapel Hill; M.A., Appalachian State University.

Laura Brittain, Communication. B.S., Gardner-Webb University; Graduate work at Syracuse University.

Robin S. Caldwell, Nursing. A.D.N., Catawba Valley Community College; B.S.N., Western Carolina; M.S.N., University of North Carolina at Greensboro.

Ronda Chervin, Philosophy. B.A., University of Rochester; M.A., Fordham University; M.A., Notre Dame Apostolic Institute; Ph.D., Fordham University.

- Rick Cline**, Music. B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Greensboro.
- Amy Collins**, Business. B.S., University of North Carolina at Charlotte; M.B.A., Lenoir-Rhyne College.
- Rachel Wray Cozort**, Nursing. A.D.N., Western Piedmont Community College; B.S.N., M.S.N., University of North Carolina at Greensboro.
- Ashley Durham**, Business. B.A., University of North Carolina at Wilmington; M.B.A., Lenoir-Rhyne College.
- Margaret Hilda Elliot**, Nursing. Diploma, Charlotte Memorial Hospital; B.S., Appalachian State University; M.P.H., University of North Carolina at Chapel Hill.
- Michael Flicker**, Healthful Living and Sports Studies. B.S., Temple University; M.A., University of North Carolina at Chapel Hill.
- Edgar Foster**, Philosophy. B.A., Lenoir-Rhyne; M.Th., University of Glasgow; ABD, University of Glasgow.
- Margaret Garrison**, English. B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte; Ed.S., Appalachian State University.
- C. Ray Gentry**, Psychology. B.A., M.A., Appalachian State University.
- Elizabeth Green**, Occupational Therapy, B.S., Loma Linda University.
- Richard Greene**, Business. B.S., M.A., Appalachian State University.
- Mark Hager**, History. B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Greensboro.
- Janet S. Hambrick**, Education. B.S., M.A., Lenoir-Rhyne College.
- Cathy Herbert**, Nursing. B.S.N., M.S.N., University of Rhode Island.
- Amalie Hinson**, Music. B.M., Lenoir-Rhyne College; M.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.
- Sharon J. Hurley**, Education. B.S., M.S., Rochester Institute of Technology.
- Vi LeClair**, Healthful Living and Sports Studies. B.A., Lake Erie College; M.A., Michigan State University.
- Laurette LePrevost**, English. B.A., Fordham University; M.A., University of North Carolina at Chapel Hill; additional course work at Georgia State University.
- Andrea B. Long**, Education. B.S., S.U.N.Y. at Fredonia; M.A., University of North Carolina at Chapel Hill.
- Paul Lutz**, Biology. Visiting Professor, 1997. B.S., L.H.D., Lenoir-Rhyne College; M.S., University of Miami; Ph.D., University of North Carolina at Chapel Hill.
- Frank Merritt**, Music. B.M., Michigan State University; M.M., Michigan University at Kalamazoo.
- Jennifer Michaels**, Computing Sciences. B.S., Virginia Polytechnic Institute and State University; M.S., University of Maryland.
- Bill B. Mims, Jr.**, Religion. B. A., University of North Carolina at Chapel Hill; M.Div., Lutheran Theological Southern Seminary; D. Min., Union Theological Seminary.
- James W. Moore, Jr.**, Psychology. B.A., Appalachian State University; M.A., Western Kentucky University; Ph.D., Ohio University.
- Diane Phillips**, Mathematics. B.A., Lenoir-Rhyne College; M.A., Wake Forest University.
- Suzette Plaisted**, Communication. B.A., Linfield College; M.S., Pfeiffer University.
- Barbara Piekarski**, Education. B.S., M.A., Ed.S., Appalachian State University.
- Elizabeth Ransom**, Music. B.M., North Carolina School of the Arts.
- Adrian Rice**, English. B.A., University of Ulster; M.Phil., University of Ulster.
- Sally Ross**, Music. B.M., University of Toledo; M.M. Ed., Milligan College; M.M., Northwestern University.

Alana Sherrill, English. B.A., University of North Carolina Charlotte; M.A., Gardner-Webb University.

Terry Sipe, History. B.A., Lenoir-Rhyne College; M.A., Appalachian State University.

Pamela Starnes, Healthful Living and Sports Studies. B.A., University of North Carolina at Greensboro.

Tabitha Toney, Nursing. B.S., Lenoir-Rhyne College.

Angela Vandett, Education. B.A., University of North Carolina at Chapel Hill; M.A., Ed.S., Appalachian State University.

Ric Vandett, Education. B.S., M.A., Appalachian State University; Ph.D. candidate, Columbia University.

Ronald Voorhees, Nursing. B.S.N., M.S.N., University of North Carolina at Chapel Hill.

Danny Wallace, History. B.A., M.A., Appalachian State University.

Charlotte C. Williams, Social Work. B.S.W., University of Illinois at Champaign at Urbana; M.A., University of Chicago.

Eileen Wilson, Education. B.S., University of North Carolina at Greensboro; M.A., Appalachian State University.

Marianne Howard Yoder, Philosophy. B.A., Lenoir-Rhyne College; M.A., University of South Carolina.

Paula Zimmerman, Music. B.M.E., Capital University.

ADJUNCT GRADUATE FACULTY

Gordon Cappellety, Counseling. B.A., University of California at Berkeley; Ph.D., California School of Professional Psychology at Fresno.

Douglas J. Freeman, Psychology. B.A., University of Nebraska; M.A., Ph.D., University of Florida.

John W. Kiser, Jr., Business. B.A., Duke University; J.D., Wake Forest University Law School.

James Wachsmuth, Counseling. B.A., Western Connecticut University; M.Ed., Ph.D., University of North Carolina at Greensboro.

AFFILIATED EDUCATION REPRESENTATIVES

Betty Anderson, M.H.D.L., M.T. (A.S.C.P.), C.L.S. (N.C.A.), Program Director, School of Clinical Laboratory Sciences, Carolinas College of Health Sciences.

Edward Beard, R.N., M.S.N., Vice President of Patient Services, Catawba Memorial Hospital.

Suzanne C. Bird, R.N., M.S.H.C.A., Chief Nursing Officer, Frye Regional Medical Center.

Marcia Davis, M.P.H., Public Health Supervisor, Lincoln County Health Department.

Laura Easton, R.N., M.S.N., Vice President of Nursing, Caldwell Memorial Hospital.

A. Julian Garvin, M.D., Ph.D., Medical Advisor, School of Medical Technology, Wake Forest University Baptist Medical Center.

Shirley Graves, R.N., B.S.N., M.S.N., Director of Nursing, Davis Community Hospital.

Connie Hall, R.N., B.S.N., Public Health Supervisor, Lincoln County Health Department.

Catherine Kenny, R.N., M.S.N., Vice President, Administration, Grade Hospital, Valdese Hospital.

Ned Lipford, M.D., Medical Director, School of Clinical Laboratory Sciences, Carolina's College of Health Sciences.

Katherine Peterick, R.N., M.P.H., Director of Nursing Services, Caldwell County Health Department.

Julie H. Simmons, M.T., M.P.H., Program Coordinator, School of Medical Technology, Wake Forest University Baptist Medical Center.

PROFESSORSHIPS AND FUNDS

Individuals, organizations, and foundations have made permanent gifts to Lenoir-Rhyne College supplementing the permanent endowment. Income from these sources, coupled with other gifts received annually, pays part of the cost of operating the College each year and reduces the amount that would otherwise be charged to each student. In addition to the following gifts, the endowment fund includes other gifts endowing specified scholarships listed in the financial aid information.

PROFESSORSHIPS

Catawba Valley Endowed Professorship in Business. Endowed by gifts in excess of \$250,000 by Hickory business and industry in the context of the Greater Catawba Valley and Alumni Campaign, this income underwrites a professorship in the Business Administration Department. Dr. Robert N. Simmons is the current Catawba Valley Professor.

Dr. & Mrs. Glenn R. Frye Professorship. Endowed by the late Dr. and Mrs. Glenn R. Frye, Hickory. The professorship is currently held by Dr. Marsha Fanning of the Department of Biology.

The Jefferson-Pilot Professorship in Business. Endowed in 1984 by the Jefferson-Pilot Corporation of Greensboro, the income from this fund will be used to help underwrite the salary of a professor in the Department of Business Administration. Dr. A. Dale King is the current Jefferson-Pilot Professor.

Alex Lee Business Professorship. Established in 1988 by the George Family Foundation, as part of the Centennial Renewal Campaign. The annual income is to be used to fund a chair in the Business Department. Michael Dugan is the current Alex Lee Professor.

O. Leonard and Helen Moretz Professorship in Business. Endowed in 1991 by the gift of an anonymous donor to the Centennial Renewal Campaign.

O. Leonard and Helen Moretz Professorship in Economics. Endowed in 1991 by an anonymous donor to the Centennial Renewal Campaign. Professor William Mauney currently holds the Centennial Professorship in Economics.

Michael Peeler Professorship. Endowed by the North Carolina Synod of the ELCA with earnings for the Michael Peeler Fund.

The Roediger Distinguished Professorship. Endowed through a bequest of Annie Glass Roediger, a member of Augsburg Lutheran Church, Winston-Salem, NC. The Professorship is designated annually by the president in recognition of distinguished service to the College. Dr. Kathleena Whitesell of the School of Education currently holds the Roediger Professorship.

Martin Luther Stevens Professorship. Endowed through a bequest of Mary Lula Patterson Stevens, Asheville, NC in memory of her husband, Dr. Martin Luther Stevens. Dr. Rand Brandes of the English program is the Martin Luther Stevens Professor.

Betty Palmer Walker Professorship. Established in 1991 by Howard O. and Betty Palmer Walker of Hickory in response to the Centennial Renewal Campaign. The annual income from this endowment shall be used to supplement the income of a faculty member in recognition of outstanding teaching. The Walkers were active civic leaders and members of the Holy Trinity Lutheran Church. He was a retired furniture industrialist and she was an alumna of the College. Dr. Phil Blosser and Dr. Wayne King hold the Betty P. Walker Professorship.

Louise Egleston Distinguished Chair in English. Established in 2000 by Dr. & Mrs. DuBose Egleston of Rockbridge Baths, Virginia for the purpose of providing perpetual support for the English faculty and to honor and memorialize Louise 'Winkie' Egleston, sister of DuBose in tribute to her commitment to excellence in teaching. This endowment will be funded with a gift as provided in the estate plans of Dr. DuBose Egleston.

Thomas W. Reese Endowed Chair Professorship in Business. Established in 2001 by Thomas W. Reese of Hickory, NC. The annual earnings shall provide perpetual support for a professorship in the Department of Business Administration at Lenoir-Rhyne College. Mr. Reese is a member of the class of 1948, a Trustee of the College, Chairman of the Board, and owner of Hickory Printing Company.

FUNDS

Ruth Price Abell Endowment Fund. Established in 2001 by Ruth P. Abell of Gastonia, NC. The annual income from the fund is to be used to improve faculty salaries, enhancing the ability of the college to offer competitive salaries and to attract and retain the best faculty.

Sudie Adderholt Permanent Endowment Fund for the Chaplaincy & Campus Ministry Program. Endowed in 1992 through a bequest from the estate of Miss Sudie Adderholt of Charlotte. She was a member of St. Mark's Lutheran Church, Charlotte, and a retired employee of Southern Bell. The annual income from the fund is to be used to sustain the Lutheran Chaplaincy and Campus Christian Ministry Program by supporting, strengthening, enriching, and enhancing these vital programs for its students.

Aileen and Mabel Aderholdt Library Fund. Established in 1996 by Misses Aileen and Mabel Aderholdt of Hickory, NC. The annual income from the fund is to provide perpetual support for the Carl A. Rudisill Library's book collection.

James R. and Lida Turbyfill Alexander Endowment Fund. Established in 1999 by James Alexander of Kannapolis, NC to honor the memory of his wife, Lida Alexander. The annual income from the fund shall be given to supporting the salaries of faculty members in the education department.

William A. & Margaret S. Alsobrooks Endowment Fund. Established in 1994 by William and Margaret Alsobrooks of Asheville through annual proceeds from a twenty-year charitable lead unitrust. The income from these endowed funds is to be used without restrictions for the benefit of Lenoir-Rhyne College. The Alsobrooks are active members of St. Marks Lutheran Church in Asheville.

G. Dewey & Elma Johnson Arndt Endowment Fund. Established in 1989 by Mrs. Elma Johnson Arndt in honor of her husband, the annual income from the fund is to be used at the discretion of the College's Board of Trustees. Mr. Arndt, a native of Catawba County, was general manager of Carolina Cotton Growers Association and FCX, Inc. He and Mrs. Arndt were active members of Holy Trinity Lutheran Church in Raleigh.

Reverend Hugh Perry & Edna C. Barringer Endowment Fund. Established in 1997 by Dr. and Mrs. Phil L. Barringer of Monroe, class of 1938, to perpetuate the memory of Dr. Barringer's brother Hugh, a Lutheran minister, who was a member of the class of 1926. The income from the fund shall be used to provide perpetual support for the instructional needs of the biology department.

John Coyte & Ruth H. Barringer Endowment Fund. Established in 1995 by Dr. and Mrs. Phil L. Barringer of Monroe, class of 1938, to perpetuate the memory of Dr. Barringer's brother and sister-in-law, John and Ruth Barringer. The income from the

fund shall be used to provide perpetual support for the instructional needs of the biology department.

Margie Elizabeth Barringer Endowment Fund for Biology. Established in 1995 by Dr. and Mrs. Phil L. Barringer of Monroe, class of 1938. This fund honors his sister, Margie, who died October 1994. The income from the fund shall be used for the purpose of providing perpetual support for the instructional needs of the biology department.

Perry Lester & Lena Rudisill Barringer Endowment Fund. Established in 1992 by Dr. & Mrs. Phil L and Vivian Barringer of Monroe in response to the College's Centennial Renewal campaign. Dr. Barringer is an alumnus of Lenoir-Rhyne College, outstanding community and church leader and a retired surgeon. The fund honors his parents, and preference for the annual income is to be used to help support the biology department.

Edward D. Beach Faculty Endowment Fund. Established in 2000 by the Broyhill Family Foundation, Inc. of Lenoir, NC in honor of Edward D. Beach. The annual income from the fund is to be used to improve faculty salaries, enhancing the ability of the college to offer competitive salaries and to attract and retain the best faculty.

Voldemars T. Bernards General Endowment Fund. Endowed by a significant personal bequest which was arranged by Dr. Voldemars T. Bernards. Dr. Bernards was professor of Latin, Russian, German, and Greek at Lenoir-Rhyne College (1959-1973). The annual earnings of the fund is to be used for support of the College.

John T. Black Memorial Fund. Endowed by the late Mrs. John T. Black in memory of Mr. & Mrs. John T. Black for the instructional program of the College.

William P. & Katherine W. Brandon Fund. Established by Barbara Brandon Schnorrenberg, John M. Schnorrenberg, and William Brandon, Jr., as a tribute to the late William P. Brandon (Professor of History, Lenoir-Rhyne College, 1947-72) and the late Katherine W. Brandon (Assistant Professor of History, Lenoir-Rhyne College, 1948-72). The income is to be used for purchase of books for the Carl A. Rudisill Library.

The Broyhill Fund. Established by a gift of \$100,000 by the Broyhill Foundation of Lenoir, NC, for the operation of the Broyhill Institute for Business Leadership. The purpose of the institute is to encourage greater understanding of the American economic system, the values of private enterprise, and business leadership in a free society; to develop the business and economic leadership skills of future and current business persons; and to stimulate values-centered studies of economic issues.

T. H. Cansler Fund. Endowed by Mrs. J. E. Cansler, Lincolnton, NC, through a gift of \$10,000, the income from which is to be used to support "The T. H. Cansler Visiting Scholars Program," which brings distinguished speakers to the College each year.

Lewis B. & Kathryn Rudisill Carpenter Endowment Fund. Established through assets received from the provisions of a trust agreement in the estates of Lewis Benjamin Carpenter, Class of 1923, and Kathryn Rudisill Carpenter, class of 1924, of Charlotte, NC. The income from this fund is unrestricted.

Bertha Bradshaw Carr. Endowed in 1991 by a bequest from the estate of Bertha Bradshaw Carr of Hickory, class of 1922. Her husband, the late Earl N. Carr, class of 1914, was a lieutenant in World War I and later served as vice president of First National Bank of Catawba County and president of First Security Company, Inc.

George M. & Elizabeth M. Chapman Endowment Fund. Established in 1984 by a special gift from Mrs. Chapman in memory of her husband and in honor of his

Golden Anniversary class reunion. The use of the income from the fund is unrestricted. Mr. Chapman was a longtime trustee of Lenoir-Rhyne College and a member of the class of 1934.

Class of 1940 Golden Anniversary. Established in 1990 by members of the class of 1940. The class of 1940 was the first 50th anniversary class to achieve \$50,000 as a class gift to the College. A portion of those gifts were designated for a permanent endowment with the annual income from the fund unrestricted.

Ray William Cline Fund. Initiated by Harold W. Cline (class of 1949) of Concord, NC, as a tribute to his father, Ray William Cline, who served as a trustee of Lenoir-Rhyne College, 1959-1971. The earnings of the fund are annually to be used for the operating expenses of the College.

Sandra R. Cline Endowed Fund. Established in 2000 by Sandra Cline of Belmont, NC and in part by her friends and family in honor of her fiftieth birthday celebration. The annual income from the fund is to be used to improve faculty salaries, enhancing the ability of the college to offer competitive salaries and to attract and retain the best faculty.

William P. Cline Fund. Established in 1980 by Dr. E. Catherine Cline in memory of her father, William P. Cline.

Deaton Library Fund. A bequest in excess of \$100,000 by Mary Georgiana Deaton (class of 1925) of Lincolnton, NC, whose earnings are to be used for support of the College library. The fund memorializes her parents, the Rev. John Leroy and Laura Hoke Deaton, and her uncle, the Rev. Willis Alexander Deaton, DD.

George W. Delawter Faculty Fund. Established in 1966 by the Rev George W. Delawter, the fund is to be used for faculty advancement.

R.R. Donnelly Fund for Education. Established in 1990 in response to the College's Centennial Renewal Campaign, the fund is designated to the Carl A. Rudisill Library for the purchase of books, publications, and other printed material for the Department of Education. The fund represents their concern for improving basic learning skills throughout the county, state, and nation.

J.S. Efird Memorial Fund. Endowed by the late Mrs. J.S. Efird in memory of Mr. & Mrs. Efird through a gift of securities, the income from which is to be used for the instructional program of the College.

Mary Efird Library Fund. Endowed in 1989 by a request from the estate of Mary Efird of Winston-Salem, NC. Miss Efird was a professional librarian and, during her career, held positions in both university and government libraries. She was a member of Augsburg Lutheran Church, Winston-Salem. The annual income from the fund is used to support the needs of the College library.

Edward M. Fennell Fund. Endowed by a bequest from Edward M. Fennell of Hickory, a charter member of the Lenoir-Rhyne College Development Board, this fund is to be used to support the Department of Education.

First Savings Bank Centennial Visiting Scholars Fund. Established in 1989 as part of the Centennial Renewal Campaign, in commemoration of First Savings Bank's 100 years of service and Lenoir-Rhyne College's 100 years in Catawba County.

First Union National Bank Endowment Fund. Established in 1990 by First Union National Bank of North Carolina for the purpose of providing perpetual support for the college. The annual income from this fund is unrestricted.

Hickory Humanities Forum. Established in 1993 with matching funds from the Blumenthal Foundation. The annual income from the fund will be used to offset cost of speakers for the event.

Karl C. & Linnea M. Garrison Library Fund. Established in 1990 by a gift from

Linnea Garrison of Dallas, NC, in memory of her husband, Dr. Karl C. Garrison, a member of the class of 1922 and recognized as a Distinguished Alumnus in 1961. The Garrisons were outstanding educators in the fields of education and psychology. Income from the fund is to be used to purchase books, papers, works, materials (including audio and video), primarily in the areas of anthropology, sociology, gerontology and other related fields.

Graeber Endowment Fund. Established in 1977 through a bequest from the estate of Mr. & Mrs. Robert W. Graeber of Raleigh. They were active members of Holy Trinity Lutheran Church. He was former head of the extension forestry program of NC State University. The annual income from the fund is to be used by the Board of Trustees in a manner that most effectively promotes the work of the College.

Sarah Ellen Groves Fund. Endowed by a bequest of Mrs. James A. (Nelle) Groves of Albemarle, NC. The income from the fund is to be used to provide general support for the College.

Dorothy A. Hahn Quasi Endowment Fund. Established in 1983 through a generous bequest from the estate of Dr. Dorothy A. Hahn, class of 1949. Dr. Hahn was a pediatrician at the Medical College of Georgia and an active member of the Lutheran Church of the Resurrection in Augusta, Georgia. The annual income from this fund is to be used at the discretion of the Board of Trustees for the good of Lenoir-Rhyne College.

Glenn C. Hilton, Jr. Endowment Fund. Established in 1997 with memorial gifts from family and friends matched with a gift from Shurtape Technologies, Inc. The fund honors Glenn C. Hilton, Jr. class of 1961 and member of the College's Board of Trustees. The income from the fund is to be used to provide for the purchase of business-related books for the Carl A. Rudisill Library.

W. P. Huffman Fund. Established in the 1920s by a bequest from the estate of William P. Huffman. Income from the gift is to be used to maintain the Huffman cemetery, located in the Oyama section of Catawba County.

William R. Kenan, Jr. Fund. Established with a \$200,000 Recognition Grant by the William R. Kenan, Jr. Charitable Trust of New York for addition to the College's unrestricted endowment fund. The President of the College retains authority to select and designate the purpose for which the annual return from the fund is to be used.

Lenoir Mirror/Jonas Foundation Fund. Established in 1990 in response to the College's Centennial Renewal Campaign by the A.G. Jonas Family Foundation and the Lenoir Mirror Company of Lenoir. The Jonas families are outstanding business and community leaders in Caldwell County and alumni supporters of the College. The annual income from the fund is unrestricted.

The Lenoir-Rhyne College Department of Nursing Endowment Fund. Established by Suzanne Farrell, 1972 nursing graduate, in honor of Dr. Frances M. Farthing, former chairperson of the Department of Nursing at Lenoir-Rhyne College, and in memory of Miss Louise Clark, former director of nursing at Grace Hospital, Morganton, NC. The annual income from the fund is to be used to strengthen the Nursing Department of the College. Additional gifts, including honoraria and memorial gifts, may be added to the fund by interested persons at any time.

Lloyd R. & Madge Sperling Little A Cappella Choir Endowment Fund. Established in 1986 by Mr. & Mrs. Lloyd Little of Shelby, in recognition of the 50th Anniversary of the Lenoir-Rhyne A Cappella Choir. The preference for the income from the fund is to be used to help underwrite the annual spring tour of the choir. The Littles, both of whom are alumni and outstanding educators, are leaders in their church, college, and community.

Lloyd & Madge Little Fund for Athletic Excellence. Established in 1991 by Lloyd and Madge Little of Shelby in response to the College's Centennial Renewal Campaign. The Littles are alumni of the College and both were public school teachers prior to their retirement. Mr. Little has been recognized as an outstanding athlete and high school coach and member of the College's Sports Hall of Fame. Preference for the annual income from the fund is to encourage excellence by supporting the operational budget for intercollegiate athletics.

The Lineberger Fund. Established by a generous grant from the Lineberger Foundation of Belmont, NC. The annual income of the fund supports the Lineberger Center for Cultural and Educational Renewal, whose purpose is the promotion of values-centered activities under the leadership of a director.

Martin Luther Endowment Fund for the Center of Theology. Established in 1998 by a gift from James E. Herndon, Jr. of Kings Mountain, NC. The annual earnings shall assist in providing for the operation of the Center for Theology at Lenoir-Rhyne College including the salary of the Director, costs of annual conferences, expenses, and honoraria for guest lecturers, and all other budgeted expenses of the Center.

Lutheran Centennial Fund. Established in 1920s by the Evangelical Lutheran Tennessee Synod in recognition of 100 years of organized Lutheran work in North Carolina. The income from this fund is unrestricted.

Mike Mallan Golf Program Fund. Established in 1985 in memory of Mike Mallan, an outstanding young man who compiled a distinguished record in all sports at Hickory High School prior to his death in a Navy jet crash. The annual income from the fund is to provide support of the college's golf program.

Helen Lee McGee Choir Fund. Established 1989 by J. W. "Mickey" McGee of Concord, class of 1941, in memory of his wife. Preference for the annual income is to be used to help underwrite the expenses of the A Cappella Choir. Helen McGee, Class of 1942 was a classroom teacher and community leader and a member of the choir while at Lenoir-Rhyne College.

David Leander Miller Fund. Established in 1991 by Helen Miller Peacock, class of 1932, other family members and friends, the fund memorializes her father, the Rev. David Leander Miller, class of 1903, her sister, Ruth Miller Rhoades, class of 1934, and her brother, Carroll David Miller, class of 1940. Pastor Miller served parishes in North Carolina, Virginia, Pennsylvania, and South Carolina. Mrs. Rhoades and Mr. Miller were educators. The annual income from the fund is to be used to purchase books and other related materials for the College library.

William F. and Mary Anne B. Milholland Endowment Fund. Established in 2000 by the Rev. Dr. & Mrs. William Milholland, Sr. of Hickory, NC for the purpose of providing perpetual support for program and/or scholarships within the department of religion or music. The annual income from the fund is to be used to support the annual operating budgets for the department of religion or expenses within the sacred music program.

D. Grady & Grace R. Moretz Scholarship Fund. Established in 1990 by a bequest from the estates of Grady and Grace Moretz of Boone, NC. The annual income is to be used at the discretion of the Board of Trustees. The Moretzes were both alumni of Lenoir-Rhyne College and extremely active in business, civic, and church affairs in their community. They were members of Grace Lutheran Church, Boone NC.

William & Louise Cress Mosteller Endowment Fund. Established in 1986 by Mr. & Mrs. William Mosteller, the annual income from the fund is used for

unrestricted purposes. The Mostellers were long-time supporters of the College and outstanding civic and business leaders in the Catawba Valley area. Mrs. Mosteller was an alumna of the College.

Joseph A. & Thelma Fox Moretz Jr. Endowment Fund. Established in 1985 through a bequest of Joseph A. Moretz, Jr., the fund honors Mr. & Mrs. Joseph A. Moretz of Hickory, who were alumni of the College and lifelong church, college, civic, and industrial leaders.

William E. & Martha Frye Nye Fund. Established in 1984, the annual income from this fund is to be used to subsidize the cost of educational opportunities in the field of gerontology. These opportunities may serve the academic community, the general population, and community providers of services to the aging.

E. L. & Marjorie Setzer Perry Endowment Fund. Established in 1986 by E. L. "Buck" Perry of Hickory in memory of his wife Marjorie Setzer "Bud" Perry. The annual income from the endowment is to be used at the discretion of the Board of Trustees of the College. Mr. Perry, an entrepreneur and writer, is a member of the Class of 1938, and his wife was a member of the Class of 1941.

Joy Reep Shuford & Hassill W. & Dorothy M. Reep Endowment Fund. Established in 1983 by Mr. & Mrs. Hassill Reep of Statesville, NC, the annual income from the fund is to be used to assist in providing compensation for the faculty of Lenoir-Rhyne College.

D. E. Rhyne Fund. Established in 1920 by a gift from Daniel Efird Rhyne of Lincoln County. The establishment of this fund helped ensure financial stability of the College during its early days. In recognition of Mr. Rhyne's support, the College's name was changed to Lenoir-Rhyne. The annual income from this fund is unrestricted.

Harry J. & Helen L. Riegel Memorial Fund. Endowed with a bequest of \$165,000 from the estate of Helen L. Riegel of Charlotte, NC, a member of St. Luke's Lutheran Church. The income from the fund is to be used at the discretion of the Board of Trustees.

Rev. Dr. Clarence Ross Ritchie, Sr. Endowment Fund for Excellence in Teaching. Established in 1999 by the Rev. Dr. C. Ross Ritchie, Jr. and his wife, Jo Anne Hall Ritchie of Chapin, SC and his sister, Barbara Ritchie Allran DeOrsey, of White Rock, SC for the purpose of providing perpetual support for salaries for both religion and sacred music faculty. The fund perpetuates the memory of their father, a member of the class of 1924, who served parished in North Carolina, Virginia and Tennessee and also served as chaplain in the US Army during World War II.

Mary Ruth Ketner Ritchie Endowment for Excellence in Teaching. Established in 2000 by Paul W. Ritchie of Salisbury, NC in memory of his wife, Mary Ruth Ketner Ritchie, for the purpose of providing perpetual funding in support of faculty salaries. Mrs. Ritchie was a member of the class of 1935 and a life-long educator in the Rowan County public schools. The annual income from the fund is to be used to improve faculty salaries, enhancing the ability of the college to offer competitive salaries and to attract and retain the best faculty.

Louis V. Rogers Chaplain's Fund. Established by family and friends in 1985, the fund is a memorial tribute to Louis V. Rogers, Lutheran pastor and former chaplain of Lenoir-Rhyne College from 1966-76. The income from the fund is to be used as a chaplain's discretionary loan fund.

Carl A. Rudisill Library Maintenance Fund. Established by a gift from the Carl A. Rudisill Foundation of Salisbury, NC, the income from this fund is to be used in the general maintenance of the library and learning resource center.

Mabel Reed Rudisill Endowment Fund. Established in 1988 through a bequest

in the will of Mable Reed Rudisill of Greensboro. Mrs. Rudisill's husband, William Augustus Rudisill, was a member of the Lenoir-Rhyne College class of 1909. The annual income from the fund is unrestricted.

Hazel Irene Sherrill Endowment Fund. Established in 1994 by a bequest from the estate of Hazel Irene Sherrill, class of 1938, in memory of her beloved parents, Jason Alexander and Charlotte T. Sherrill, and her bother Grier Edwin Sherrill, class of 1932. The annual income from the fund shall be divided for use among the departments of English, Chemistry, and Music.

Mary Kathleen Shuford Endowment Fund. Established in 1998 by the CV Industries Foundation, Inc. of Hickory, NC for the purpose of providing perpetual support for program development within the college's sacred music objectives and to perpetuate the memory of Mary Kathleen Shuford who died in 1989 as the result of a tragic plane crash in South America. Miss Shuford was an alumna of Mary Baldwin College in Staunton, VA and the daughter of Charles and Mildred (Mickey) Clemmer Shuford '70 of Hickory. The annual income shall be used to support program objectives such as sponsoring of symposia, guest artists, workshops, travel for concerts and recruitment and other related development projects.

Joseph H. & Mary S. Sink Endowment Fund. Established through a bequest in the will of Joseph Hill Sink and the gifts of Mary Sink, the income from this fund is to be used for the beautification and maintenance of the campus grounds of the College. The couple were residents of Lexington and active members of First Lutheran Church.

V. O. & Viola Baker Sipe Endowment Trust. Established in 1991 following the conditions of a will trust agreement created by Mr. & Mrs. Vernon O. Sipe of Conover. First Union National Bank, as trustee, was authorized to make annual distributions to 336 Professorships and Funds, to be used at the discretion of the College's Board of Trustees. The Sipes were members at Mt. Zion Lutheran Church and founders of Sipes Orchard Home. Mr. Sipe was cofounder of Herman-Sipe Construction Company.

Rev. Harold G. and Nancy Foil Skinner Endowment Fund. Established in 1997 by Harold and Nancy Skinner of Hickory, NC for the purpose of providing perpetual support for the music and/or religion departments of Lenoir-Rhyne College. Harold is a retired Lutheran pastor, having served parishes in Wyoming, Colorado, South Carolina and North Carolina. Nancy is a retired classroom teacher. Both are members of the Class of 1952. The annual income from the fund is to provide nonscholarship operating expenses of the sacred music program and religion department.

Frances Kipps Spencer Endowment. Endowed in 1991 by a bequest from the estate of Frances Kipps Spencer, class of 1938, of Signal Mountain, TN. Mrs. Spencer was recognized by Lenoir-Rhyne College in 1982 as a Distinguished Alumna. The annual income from the fund is unrestricted.

Charles Burton & Iona Abernathy Starr Memorial Fund for the A Cappella Choir. Endowed in memory of Mr. & Mrs. Charles Burton Starr, Hickory, by their son and daughter-in-law, Dr. & Mrs. Charles Marion Starr of Asheville, NC, and their grandchildren. The annual income of the fund is to be used to support the program of the College's A Cappella Choir.

The Steelman Visiting Scientist Lectureship. Endowed through the gifts of Dr. Stanford L. Steelman, Class of 1943, and matching funds from the Merck Company Foundation. The purpose of the lectureship is to bring an outstanding scientist or researcher to the campus, annually. The departments of biology, chemistry,

mathematics, and physics/earth science will be represented on a rotating schedule over a four year cycle.

Stirewalt Fund. Established by the late William J. & Mabel Rhodes Stirewalt, classes of 1900 and 1905, of New Market, VA, the income from this endowment is regularly contributed to the Annual Fund as a tribute to members of the Stirewalt family who have been ordained as Lutheran clergymen. The annual income from the fund is to be used at the discretion of the Board of Trustees.

Roy L. and Dorothy S. Trexler Endowment Fund. Established in 1999 by Roy and Dorothy Trexler of Monroe, NC for the purpose of providing perpetual support for the college's instrumental music programs. Mr. Trexler is a member of the class of 1953. The annual income from the fund shall be given to providing financial assistance as appropriate to any of the following music groups: wind, brass and percussion ensembles, concert band, stage band, pep band and/or marching band and shall include support for such purposes as instrument replacement and/or repair, travel expenses, the purchase of music and uniforms or other items needed to enhance such musical offerings.

Elaine von Oesen Library Endowment Fund. Established in 1999 through a bequest from the estate of Elaine von Oesen of Wilmington, NC for the purpose of providing perpetual support for enhancing the library collection. Miss von Oesen was a member of the class of 1938.

George C. and Dennice Yelton Warlick Endowment Fund. Established in 1989 by bequests from the estates of George C. and Dennice Yelton Warlick with additional gifts from their children, Betty W. Green, George Jr., Norman Gene and Charles Warlick. The couple were outstanding community leaders, and he was a member of the class of 1916. The annual income from the fund is to be used at the discretion of the Board of Trustees.

Augustus H. & Myrtle D. Wertz Endowment Fund. Established by Mr. & Mrs. A. H. Wertz, Jr., initially through gifts of real estate. The fund will ultimately have additional funding from the proceeds of a charitable remainder unitrust. The annual income from this fund is to be used at the discretion of the Board of Trustees. Mrs. Wertz is a resident of Atlantic Beach, NC, and New Smyrna Beach, FL, and is active in the Lutheran Church. Mr. Wertz passed away in 1987.

Herman B. and Juanita Mauney Wolf Endowment Fund. Established in 1998 by Mr. & Mrs. Herman Wolf of Charlotte, NC with a gift from their estate and additional gifts from their daughters, Mrs. Anna W. Damron and Mrs. Juanita W. Witte for the purpose of providing financial support for the sacred music program. The annual income from the fund will be used to support the operating budget of the sacred music program.

MEDALS AND AWARDS

FACULTY AWARDS

The Raymond Morris Bost Distinguished Professor Award
The Roediger Distinguished Professorship Award
The Faculty Scholar Award

STUDENT AWARDS

Student Government Association Award
Student Government Leadership Award
Student Government Association President's Award
Michael F. Riley Emerging Leader Award
Jerry Shaw Excellence in Programming Award
The Freshman Medal
Sophomore Award
The Deaf Awareness Award
Sign Troupe Award
Cecilia Willard Science Medal
Lutz Award in Biology
The Biology Achievement Award
Cavins Scholarship in Chemistry
Chemistry Achievement Award
North Carolina Institute of Chemists' Award
Steelman Scholarship
SPS Physics Achievement Award
The Actor's Award
Kristin Cress Andrews Drama Award
Pearl Setzer Deal Playmaker Award
The Freshman Drama Award
Sam Baker Scholarship
Alan W. (Al) Jones Memorial Scholarship
Margaret H. "Beth" Berry Memorial Art Award
The Lenoir-Rhyne College Student Photography Contest
Communication Achievement Award
Jefferson Cups
Media Excellence Award
The Journalism Award
International Television Association Award (ITVA)
Most Dedicated Dancer (L-RC Dance Company)
Most Improved Dancer (L-RC Dance Company)
Mu Sigma Epsilon Scholarship Award
Lenoir-Rhyne College Economics Award
The Wall Street Journal Student Achievement Award
Political Science Award
Edythe Beam Mayes Award
Dr. Albert Keiser English Award
Poetry Award
Dorus P. Rudisill Award in Theology

William P. & Katherine W. Brandon History Award
 H. R. Greenholt History Award
 Hickory Music Club Scholarship Award
 Helen M. Stahler Music Award
 St. Cecilia Music Club Award
 Charles L. & Marie J. Rast Memorial Honor Scholarship in Piano
 Fritz Mathematics Medal
 The Freshman Achievement Award in Mathematics
 Computer Science Award
 Computer Information Systems Award
 The Spanish Medal
 Voigt R. Cromer Award in Classics
 German Club Award
 Foreign Study Scholarships
 Hattie R. Fowler Memorial Award
 The Student Teacher Awards
 Joan L. Parkinson Award
 W. Clyde Taylor Counselor Education Student Excellence Award
 Jan and Jane Williams Memorial Scholarship
 Raymond M. Strunk Accounting Award
 Raymond M. Strunk Scholarship
 Frances W. Fitz Scholarship in Business & Accounting
 C. W. Sutton, Jr., Phi Beta Lambda Gold Key Award
 Zonie Houston Award
 Frances M. Farthing Award in Nursing
 Sigma Theta Tau-Mu Alpha Award
 The Nursing Students' Association Award
 Frances E. Allen Excellence in Community Health Nursing Award
 Caring Award
 Dr. Robert J. Liljeberg Athletic Trainer Award
 The Healthful Living & Sports Studies Major Leadership Award
 A. Jean Ayres Award for Academic Excellence in Occupational Therapy
 Wilma A. West Award
 Principle Centered Practitioner Award
 Psi Chi Award
 Human and Community Services Award
 Harold Haas Psychology Award
 Ted Thuesen Sociology Award
 Psychology Awards
 Sociology Awards
 The Healthful Living & Sports Studies Major Leadership Award
 The Deaf Awareness Award
 The Dean's Award
 Frances E. Allen Excellence in Community Health Nursing Award
 SPS Physics Achievement Award
 German Club Award
 Sign Troupe
 Sam Baker Scholarship
 Alan W. (Al) Jones Memorial Scholarship
 Jefferson Cups

Cavins Scholarship in Chemistry
Raymond M. Strunk Scholarship
Frances W. Fitz Scholarship in Business & Accounting
Joan L. Parkinson Award
A. Jean Ayres Award for Academic Excellence in Occupational Therapy
Caring Award
Mu Alpha Award
Psy Chi Award
Harold Haas Psychology Award
Ted Thuesen Sociology Award
Jane & Jan Williams Memorial Scholarship
Barbara Herman Award



INDEX

- Academic Calendar, 3
- Academic Programs, 92
- Academic Regulations, 69
 - Academic Integrity Code, 67
 - Academic Probation, 76
 - Academic Suspension, 76
 - Academic Expulsion, 77
- Accounting, 100
 - Course Descriptions, 196
 - Major Requirements, 100
- Accreditation, 6
- Actuarial Science Minor, 117
- Add/Drop Period, 83
- Adjunct Graduate Faculty, 345
- Admissions, 12
 - Freshmen, 12
 - Graduate School, 298
 - High School Enrichment, 13
 - International Students, 15
 - Public School Licensure, 18, 298
 - Re-Entries, 13, 305
 - School of Life Long Learning, 16
 - Summer Session, 17
 - Transfers, 14, 306
- Administration, 334
- Advanced Placement Credit, 86
- Advisors, 80, 302
- Affiliated Education
 - Representatives, 345
- Alumni Association, Board of
 - Directors, 333
- American Studies, 183
- American University Washington
 - Semester, 46
- Applied Science, 184
- Art Education, 136
 - Course Descriptions, 196
 - Major Requirements, 136
- Arts Management, 191
- Art Therapy Minor, 135
- Astronomy, 175
 - Course Descriptions, 200
 - Minor Requirements, 175
- Athletic Training, 150
 - Course Descriptions, 238
 - Major Requirements, 151
- Athletics, Intercollegiate, 40
- Attendance, 80
- Audit Courses, 86
- Automobiles, 37
- Biology, 168
 - Course Descriptions, 199
 - Major Requirements, 169
 - Minor Requirements, 168
- Birth-Kindergarten Education, 125
 - Course Descriptions, 221
 - Graduate School, 309
 - Major Requirements, 125
 - Minor Requirements, 118
- Board of Trustees, 331
- Board of Visitors, 332
- Broyhill Institute, 46
- Business Internship Program, 106
- Campus Buildings, 8
- Campus Computing, 55
- Career Center, 37
- Center for Theology, 46
- Chemistry, 172
 - Course Descriptions, 208
 - Major Requirements, 172
 - Minor Requirements, 172
- Chemical Technology, 184
- Child and Family Intervention, 190
- Classics, 164
 - Course Descriptions, 209
 - Major Requirements, 164
 - Minor Requirements, 164
- Classification, Student, 81
- College Level Examination Program (CLEP), 87
- Communication, 108
 - Course Descriptions, 209
 - Major Requirements, 108
 - Minor Requirements, 108
- Communication and Learning Center, 44
- Community Service, 38
- Comparative Literature, 185
- Comprehensive Science for Teachers, 189
- Computing Science, 112
 - Course Descriptions, 213
 - Major Requirements, 113
 - Minor Requirements, 112
- Conservation of Natural Resources, 192
 - Course Descriptions, 213, 229
- Continuing Education Unit, 90
- Convocation Attendance, 81

- Core Curriculum, 93
- Counseling Services, 38
- Counseling, Graduate School, 311
- Course Abbreviations, 98
- Course Load, 81, 303
- Course Repeats, 75
- Credit by Examination, 85
- Dance Minor, 146
 - Course Descriptions, 218
- Deaf and Hard-of-Hearing Education, 126
 - Course Descriptions, 291
 - Major Requirements, 126
- Deaf and Hard-of-Hearing Student Services, 43
- Dean's List, 82
- Degrees, 85
 - Bachelor of Arts, 94
 - Bachelor of Music, 94
 - Bachelor of Science, 94
 - Master of Arts, 296, 308
 - Master of Business Administration, 296, 307
 - Master of Science, 296, 314
- Dining Service, 21, 38
- Directed Study, 84
- Disability Services, 43, 64
- Disclaimer Notation, 1
- Drop/Add Period, 86
- Drug Free School and Communities Act, 63
- Dual Enrollment, 17, 84
- Earth Science, 174
 - Course Descriptions, 218
 - Minor Requirements, 174
- Economics, 176
 - Course Descriptions, 218
 - Major Requirements, 177
 - Minor Requirements, 176
- Education, 118
 - Minor Requirements, 118
- Elementary Education, 131
 - Course Descriptions, 221
 - Major Requirements, 131
- English, 109
 - Course Descriptions, 229
 - Major Requirements, 110
 - Minor Requirements, 109
- English as a Second Language, 54
- ESL Courses, 54
- Evening College, 16
- Experiential Education, 89
- Faculty, 339
- Faculty Emeriti, 337
- Family Educational Rights and Privacy Act (FERPA), 63, 73
- Fees, 19
- Finance, 101
 - Course Descriptions, 204
 - Major Requirements, 101
- Financial Aid, 24
 - Campus Employment, 29
 - Grants, 27
 - Loans, 28
 - Scholarships, 29
 - Satisfactory Progress and, 81
- Financial Information, 19
- Foreign Language Requirements for Deaf/Hard-of-Hearing and Learning Disabled, 96
- French, 167
 - Course Descriptions, 233
 - Major Requirements, 166
 - Minor Requirements, 165
- Freshman Jump Start, 41
- Freshman Prologue, 41
- General Information and Policies, 55
- Geography, 236
- German, 166
 - Course Descriptions, 236
 - Major Requirements, 166
 - Minor Requirements, 165
- Grades, 74, 303
- Graduate School, 296
 - Admission Information, 298
 - Classification, 297
 - Counseling Programs, 311
 - Course Descriptions, 316
 - Education, Birth-Kindergarten, 309
 - Education Literacy, 310
 - Grades, 303
 - Master of Arts, 296, 300, 308, 311
 - Master of Business Administration, 296, 300, 307
 - Master of Science, 301, 314

- Occupational Technology Program, 314
- Public School Licensure Programs, 298
- School of Education, 308
- Second Master's Degree, 305
- Time Limitation, 306
- Transfer of Credits, 306
- Tuition and Fees, 301
- Withdrawal Policy, 306
- Graduation, 82
 - Application, 82
 - Attendance, 82
 - Graduation Requirements, 83
 - Honors, 82
 - Major Field Requirements, 83
 - Minor Requirements, 83
 - Second Degree, 83
- Graphic Arts Major, 137
 - Course Descriptions, 196
 - Major Requirements, 137
- Greek, 238
- Harassment, 64
- Harlaxton, 53
- Health Insurance, Student, 20, 39
- Health Service, 38
- Healthful Living and Sports Studies, 145
 - Course Descriptions, 238
 - Health, Minor Requirements, 145
- Health and Exercise Science Major, 146
 - Course Descriptions, 238
 - Major Requirements, 146
- History, 158
 - Course Descriptions, 247
 - Major Requirements, 159
 - Minor Requirements, 158
- History of College, 6
- Honors, 47
 - Academy Program, 47
 - Awards, 356
 - College Graduation, 82
 - Program Honors, 49
- Human and Community Service, 180
 - Course Descriptions, 249
 - Major Requirements, 180
 - Minor Requirements, 180
- Human Occupational Studies, 155
 - Course Descriptions, 267
 - Major Requirements, 157
- Information Technology, 113
 - Course Descriptions, 213
 - Major Requirements, 113
- Immunizations, 39
- Incomplete Grade, 74
- Independent Study, 84
- Institutional Credit, 86
- Insurance, Student, 20, 39
- Intercollegiate Athletics, 40
- Interdisciplinary Studies Program, 182
- International Baccalaureate Diploma Program, 88
- International Business, 102
 - Course Descriptions, 204
 - Major Requirements, 102
- International Education, Office of, 51
 - Study Abroad, 51
- International Relations, 185
- Judicial System, 40
- Latin, 249
- Leadership Development, 40
- Lineberger Center, 51
- L-R General Studies Courses, 250
- Lutheran College Washington Semester, 50
- Management, 103
 - Course Descriptions, 204
 - Major Requirements, 103
- Management Information Systems, 104
 - Course Descriptions, 204
 - Major Requirements, 104
- Marketing, 105
 - Course Descriptions, 204
 - Major Requirements, 105
- Mathematics, 114
 - Course Descriptions, 252
 - Major Requirements, 115
 - Minor Requirements, 114
- Medals and Awards, 356
- Medical Technology, 170
- Middle Grades Education, 132
 - Course Descriptions, 221
 - Major Requirements, 132
- Military Science, 55
- Modern and Classical Languages, 167
- Multicultural Student Services Office, 44
- Music, 138

- Course Descriptions, 256
- Major Requirements, 139
- Minor Requirements, 138
- Non-Credit Experiential Learning, 90
- Nondiscrimination, 66
- Nursing, 152
 - Accreditation, 153
 - Course Descriptions, 262
 - Gateway Program, 153
 - Major Requirements, 153
- Observatory, 51
- Organizations, Student, 40
- Orientation, Student, 41
- Part-time Faculty, 343
- Payment Plans, 23
- Peer Tutoring, 45
- Philosophy, 160
 - Course Descriptions, 271
 - Major Requirements, 161
 - Minor Requirements, 160
- Physical Education, 147
 - Course Descriptions, 238
 - Major Requirements, 147
- Physics, 173
 - Course Descriptions, 272
 - Major Requirements, 174
 - Minor Requirements, 174
- Political Science, 177
 - Course Descriptions, 274
 - Major Requirements, 178
 - Minor Requirements, 177
- Pre-Engineering, 186
- Pre-Forestry, 187
- Pre-Law, 189
- Pre-Medical, 171
- Pre-Pharmacy, 173
- President's List, 82
- Probation, 78
- Professorships and Funds, 347
- Psychology, 178
 - Course Descriptions, 277
 - Major Requirements, 179
 - Minor Requirements, 178
- Public School Licensure, 18, 302
- Publications, College, 38
- Reading Minor, 122
- Refunds, 22
- Registration, 83
 - Add/Drop Period, 83
 - Audit Courses, 84
 - Satisfactory/Unsatisfactory Courses, 87
 - Withdrawal from Course, 85
- Religion and Philosophy Major, 163
 - Course Descriptions, 282
 - Major Requirements, 163
- Religious Studies, 161
 - Course Descriptions, 282
 - Major Requirements, 162
 - Minor Requirements, 161
- Religious Organizations, Students, 41
- Residence Life, 42
- Room and Board, 21
- ROTC, 53
- Sacred Music, 188
- SASASAAS China Program, 54
- Satisfactory Progress, 75
- Satisfactory-Unsatisfactory Courses, 85
- Scholarships, 29
- Schools, 92
 - Business, 99
 - Communication and Literature, 108
 - Computing Sciences and Mathematics, 112
 - Education, 118
 - Fine Arts, 135
 - Health Sciences, 145
 - History, Philosophy, and Religion, 158
 - Modern and Classical Languages, 164
 - Natural Sciences, 168
 - Social and Behavioral Sciences, 176
- Second Baccalaureate Degree, 86
- Sexual Harassment, 67
- Sociology, 179
 - Course Descriptions, 284
 - Major Requirements, 180
 - Minor Requirements, 179
- Spanish, 167
 - Course Descriptions, 289
 - Major Requirements, 167
 - Minor Requirements, 165
- Special Education--See Deaf and Hard-of-Hearing
- Special Programs and Opportunities, 46
- Sports Management, 148
 - Course Descriptions, 238

- Major Requirements, 148
- Staff, 334
- Student Handbook, 38
- Studio Art, 137
 - Course Descriptions, 196
 - Major Requirements, 137
- Student Life and Services, 37
- Study Abroad, 52
- Summer School Approval, 85
- Suspension, 78
- Teaching English as a Second Language, 134
 - Course Descriptions, 221
 - Major Requirements, 134
 - Minor Requirements, 122
- Testing Out of Courses, 88
- Theatre, 143
 - Course Descriptions, 293
 - Major Requirements, 143
 - Minor Requirements, 143
- Transfer Students, 14
- Tuition, 17, 18, 19, 301
- Undergraduate Degrees, 92
- Values & Professional Ethics Minor, 160
- Visual Arts Minor, 136
- Withdrawal from College, 84
- Withdrawal from Course, 83
- Worship Services and Devotional Life, 42

NOTES

Lenoir·Rhyne
COLLEGE

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